



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** MIDDLE SCHOOL 232

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x232

PRINCIPAL: NEIFI J. ACOSTA      EMAIL: [NACOSTA@SCHOOLS.NYC.GOV](mailto:NACOSTA@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DOLORES ESPOSITO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- **English Language Arts-** Through effective lesson planning and a modified approach to literacy, students will gain fluency in reading and proficiency in writing and make 1+ years progress in ELA performance as measured by Progress Report tools by June 2012.

### **Comprehensive needs assessment**

- The identified need that generated this goal is that over the course of 5 years, although adequate progress has been made, the vast majority of the students of MS 232 have not demonstrated proficiency as measured by the NYS ELA Exam, the NYC Progress tools and the State Differentiated Accountability report

### **Instructional strategies/activities**

#### **September to June**

- There is a teachers' resource center that is stocked with current professional tools.
- Teachers have access to this resource center before and after school and throughout the course of the school day.
- There will be a curriculum committee established comprising of ELA, ELL and Special Education teachers, administrators and other service providers with regular ongoing meetings to review teaching practice that meets the needs of the identified subgroups. Responsible persons: administrators, coach, and teachers
- There will be a carefully monitored A.I.S. action plan to support those students who require these services. Responsible persons: administrators
- Materials will be ordered specifically geared to create and implement a comprehensive professional development calendar reflective of the State ELA standards and the Common Core State Standards. Responsible persons: administrators and members of the curriculum team
- The development of small professional learning communities that will meet on a regular basis. All members within the smaller community will have a voice in instructional decision making.
- Intensified daily instruction with clear expectations and academically challenging activities and assignments designed with the middle-level student in mind. There will be many opportunities for cooperative learning where students can learn from social interactions. Responsible persons for implementation: teachers
- Regular reviews of academic progress made in regards to the implementation of the curriculum in-house for ELA Responsible persons: administrators
- Building on the already established Principles of Learning of Clear Expectations and Accountable Talk, focused on an academically rigorous curriculum.
- Differentiated professional development for all staff members. Responsible: Administrator in charge of English Language Arts Department
- Weekly grade level planning for teachers to reflect on units of work, assessments, and data collection. Responsible persons: administrators
- Develop and adhere to a school-wide protocol for looking at student work and identifying the implications. The literacy department will also take a close look at the curriculum maps on a monthly basis and revise accordingly once student outcomes are analyzed. Responsible persons: administrators and curriculum team members

- Ongoing training to launch state initiatives. Responsible persons: administrators and consultants
- Individualized professional development for new teachers. Responsible persons: administrators
- Creation of lab sites to model best practices. Responsible persons: administrators and teachers
- Continued use of portfolio system to promote writing within different genres each month. Responsible persons: administrators
- To support the continued development of the teachers, consultants will be brought in to focus specifically on student writing.
- Teachers will continue their professional development in learning the various approaches involved in talking to students about the data they produce.
- Ensuring that the baseline, the midline and endline assessments are properly administered and discussed with the students so that they are aware of their progress. Responsible persons: administrators and teachers
- Timeframe: This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.

September→ Teachers will receive training on how to analyze the data and how to differentiate instruction as well as analyzing baseline assessments

October→ Teachers will assist the students with the development of academic goals

November→ Students will be made aware of progress made according to the results of ELA Aquity predictive and interim assessment

December→ Students will participate in small group targeted instruction based on their academic needs according to the data

January → Teachers will analyze the student generated midline assessments and address all instructional implications in the development of the curriculum

February → Teachers and students will continue to look at the student generated data and revisit the development of student goals

March- June → Teachers will look at in-house assessments, teacher observations, predictive assessments and periodic assessments and develop them for the following school year.

#### **Strategies to increase parental involvement**

- MS 232 will host 3-5 community dinners throughout the year as a means of building and fostering positive working relationships between the parents and ALL staff members.
- The school will host during and after school workshops for parents explaining the ELA curriculum in grades 6-8 and the activities that they can use to support their children at home.
- Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.
- Parents will be encouraged to use ARIS Parent Link to stay informed of their child's current academic performance.
- Parents will be regularly communicated to regarding their child's results on all in-house assessments.
- The school will host an additional Parent/Teacher Conference Night during the spring to keep the parents informed regarding progress made.
- The school will use robo calls via School Messenger to communicate with parents on a need be basis.
- The family worker will assess the needs of the parental community to design opportunities for betterment including GED support.

- The family worker will work closely with the Assistant Principals and provide workshops designed around the literacy units of study.
- The family worker and all literacy teachers will work closely together to create opportunities for parents to share in student literacy celebrations

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The entire Administrative Cabinet will interview all prospective candidates.
- Prospective candidates will undergo several demonstration lessons prior to being offered a teaching position at the school.
- Teaching license requirements will be assured and closely monitored.
- Assess the BEDS Survey thoroughly to ensure that all teachers are teaching within their licensed area.
- Assign teachers accordingly based on their certification.
- Establish relationships with neighboring colleges/universities in an effort to recruit new teachers who graduate fully licensed and certified.
- Personal recommendations by qualified professionals are another avenue of attracting qualified teachers for our professional community.

**Service and program coordination**

- MS 232 collaborates with Columbia University and has instituted a violence prevention program of which students deemed at risk benefit from counseling services both during the school day and after school.
- MS 232 has an in house full service medical clinic under Morris Heights Health Center that has a full time social worker and health educator who works with students on a one-on-one basis.

**Budget and resources alignment**

- Professional staff training: After-school professional development session for teachers of ELA students. The opportunity will last for 23 weeks and will involve four teachers and one supervisor working 4 hours per week.
- Parent Involvement activities: Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.
- Student Field Trips: To allow for cross-curricular activities
- Professional Salaries to be used to provide after school supplementary instruction for the ELL students presently in 6-8 grade bilingual classes as well as French speaking ELLs in general education classes. The program will last for 30 weeks and will involve two teachers and one supervisor working 4 hours per week. This is done to support the ELA curriculum

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

Improve teacher effectiveness by clarifying expectations, while developing and monitoring a shared understanding of instructional excellence.

**Comprehensive needs assessment**

- The identified need has been cited based on teacher feedback and the observations of the administrative team. A careful comparison has been made between the aforementioned and student outcomes.

**Instructional strategies/activities**

- Principals and APs will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domains/Components of the Danielson rubric to provide meaningful feedback.
- Each teacher will meet with administration to identify individual teacher goals based on the selected teaching framework
- Each teacher will engage in a professional growth plan that assesses effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
- School administrators will be involved in professional conversations and professional development supported by the Network's Teacher Center initiative that will allow them to better support their teachers in clarifying expectations.
- Administration will develop an observation protocol that clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher goals and school goals.
- Administration will conduct professional development activities designed to develop a clear and shared understanding of what the effective teaching should look like in the area(s) of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice Learning Walks, peer reviews, teacher meetings, and "lunch and learns."
- The Principal will participate in the Network Study Group, which will focus on "staging and phasing" the Danielson work in Network schools.
- Administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.
- Each teacher will meet with administration to identify teacher specific goal for the 2011-12 school year reviewed at the three cycles described above

**Strategies to increase parental involvement**

- MS 232 will host 3-5 community dinners throughout the year as a means of building and fostering positive working relationships between the parents and ALL staff members.
- The school will host during and after school workshops for parents explaining the ELA curriculum in grades 6-8 and the activities that they can use to support their children at home.
- Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.
- Parents will be encouraged to use ARIS Parent Link to stay informed of their child's current academic performance.
- Parents will be regularly communicated to regarding their child's results on all in-house assessments.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The entire Administrative Cabinet will interview all prospective candidates.
- Prospective candidates will undergo several demonstration lessons prior to being offered a teaching position at the school.
- Teaching license requirements will be assured and closely monitored.
- Assess the BEDS Survey thoroughly to ensure that all teachers are teaching within their licensed area.
- Assign teachers accordingly based on their certification.
- Establish relationships with neighboring colleges/universities in an effort to recruit new teachers who graduate fully licensed and certified.
- Personal recommendations by qualified professionals are another avenue of attracting qualified teachers for our professional community.

**Service and program coordination**

- MS 232 collaborates with Columbia University and has instituted a violence prevention program of which students deemed at risk benefit from counseling services both during the school day and after school.
- MS 232 has an in house full service medical clinic under Morris Heights Health Center that has a full time social worker and health educator who works with students on a one-on-one basis.

**Budget and resources alignment**

- Professional staff training: After-school professional development session for teachers of ELA and Math students. The opportunity will last for 23 weeks and will involve four teachers and one supervisor working 4 hours per week.
- Parent Involvement activities: Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.
- Student Field Trips: To allow for cross-curricular activities
- Professional Salaries to be used to provide after school supplementary instruction for the ELL students presently in 6-8 grade bilingual classes as well as French speaking ELLs in general education classes. The program will last for 30 weeks and will involve two teachers and one supervisor working 4 hours per week. This is done to support the ELA and Math curriculum
- ESL, Reading and Math materials for ELLs in grades 7-8. The entire bulk will be spent on supporting materials

### 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**

Our goal for the 2011-2012 school year will be to maintain and possibly exceed the Chancellor's attendance standard of 90%.

#### **Comprehensive needs assessment**

- The school-wide attendance rate continues to be an area of concern for ALL school community members. In an urban middle school, it is typical to see an YTD attendance rate below 90% and over the past two years, we have managed to end each year with a 91% rate,

#### **Instructional strategies/activities**

##### **September to June**

- The attendance team will continue to meet on a biweekly basis. This team will be comprised of the following members: the assistant principals, attendance consultant, guidance counselors, family workers, school aides, attendance teacher, and the parent coordinator.
- The attendance consultant will supply technical assistance with regards to attendance policies, procedures and guidelines.
- The attendance consultant in conjunction with the school administration will provide ongoing professional development to all members of the staff with regards to all facets of attendance.
- The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for the upcoming school year.
- The school's attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus the attention where it is needed most.
- The school's attendance committee will monitor attendance on a consistent basis to spot trends in attendance on an individual student, class and grade level.
- When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families.
- The school's family workers will supply services, for absenteeism and lateness via calls, letters and home visits in a proactive manner to ensure that our overall attendance goal is being met.
- Our target population will be identified via ATS reports and teacher recommendations. The target population will include students whose attendance has fallen below the Chancellor's standard, excessive lateness and special situations when they arise.
- Services will be provided to all students on a fair and equitable basis. Particular attention will be focused on the following categories: students living in temporary housing, foster care, students who do not reside within district 9 and students who have been suspended to alternative learning centers.
- Incentives will be distributed on a weekly, monthly and by the term basis. Official records of student attendance, RISA, will be included in all report card distribution.
- Professional development will begin on September 2010 and continue throughout the school year.
- The school will develop a comprehensive attendance plan for the 2010-2011 school year. This plan will be shared with the entire school

community and will cover the steps to be taken to ensure that we reach our goal.

**October to June**

- The school will implement a comprehensive incentive program. This approach will utilize incentives to serve as acknowledgement for individual and class attendance improvement and achievement. Incentive awards will include, but not limited to the following: certificates, plaques, educational orientated incentives and trips, lunch and dessert parties and special auditorium presentations and events.

Responsible persons include: administrators, family workers, school aides, teachers and students. The attendance team will be responsible for the development of the plan, the collection and dissemination of all data related to attendance and lateness.

**Strategies to increase parental involvement**

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

**Service and program coordination**

- MS 232 collaborates with Columbia University and has instituted a violence prevention program of which students deemed at risk benefit from counseling services both during the school day and after school.
- MS 232 has an in house full service medical clinic under Morris Heights Health Center that has a full time social worker and health educator who works with students on a one-on-one basis.

**Budget and resources alignment**

- Based on the budgetary allocations for the upcoming school year, the school will explore the purchasing of an auto-dialing system to be utilized on a daily basis.
- Based on the budget, funds will be made available to provide the incentives listed in the above section.
- Monies will be set aside, if available for the family workers to provide outreach via home visits on Saturdays and in the evenings.
- SSO funds (CEI-PEA) will support staff professional development through the use of a attendance consultant.
- AIDP Funds will be used to support attendance related initiatives.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Students with disabilities and English Language Learners will make a 10% improvement in ELA and Math performance from the previous year as measured by the NYS ELA and Math assessments by June 2012.

### **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**

#### **September to June**

- A well established team comprised of administration, instructional coaches, key teachers and consultants that take a close look at the student progress of the special education students and ELL students at MS 232 with regards to the data that has been generated. Responsible persons: administrators and members of the curriculum team
- Through the work this team will identify the root causes related to the academic progress of these students and study the trends to give implications for the instructional program.
- The identified students will be tracked similar to the work that was done during 2007-08 for the inquiry team. Students will be invited to participate in extended day programs tailored specific to their academic needs. Responsible persons: administrators, math coach, members of the curriculum team, teachers and the students
- Consultants will provide the teachers with professional development designed for providing these students with scaffolded instruction where as there are multiple entry points for acquiring new learning on a daily basis throughout the school year. Responsible persons: administrators, math coach and consultants
- The teachers of these students will participate in a case study related to particular students to surmise and assess those students' instructional next steps. These case studies will take place during team planning sessions and will serve as an additional layer of professional development.
- A consultant from CEI-PEA will work with the teachers of students with disabilities with regards to effectively incorporating technology into the instructional program. This consultant will also work with these teachers on differentiating instruction for special education students, "strategies that work."
- Timeframe: This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.

September→ Teachers will receive training on how to analyze the data and how to differentiate instruction as well as analyzing baseline assessments in accordance with the needs of students with disabilities and English Language Learners

October→ Teachers will assist the students with the development of academic goals. Teachers will take a close look at the I.E.P. and how to use

the information to enhance the instructional program for the students with disabilities.

November→ Students will be made aware of progress made according to the results of math Aquity interim assessment

December→ Students will participate in small group targeted instruction based on their academic needs according to the data

January → Teachers will analyze the student generated midline assessments and address all instructional implications in the development of the curriculum

February → Teachers and students will continue to look at the student generated data and revisit the development of student goals

March- June → Teachers will look at in-house assessments, teacher observations, predictive assessments and periodic assessments and develop them for the following school year.

#### **Strategies to increase parental involvement**

- MS 232 will host 3-5 community dinners throughout the year as a means of building and fostering positive working relationships between the parents and ALL staff members.
- The school will host during and after school workshops for parents explaining the Math curriculum in grades 6-8 and the activities that they can use to support their children at home.
- Provide evening trainings/workshops to familiarize with the Standards and Assessments (Standardized testing), oral language development, understanding the core curriculum, and understanding Federal/State laws/mandates affecting ELLs.
- Parents will be encouraged to use ARIS Parent Link to stay informed of their child's current academic performance.
- Parents will be regularly communicated to regarding their child's results on all in-house assessments.
- The school will host an additional Parent/Teacher Conference Night during the spring to keep the parents informed regarding progress made.
- The school will use robo calls via School Messenger to communicate with parents on a need be basis.
- The family worker will assess the needs of the parental community to design opportunities for betterment including GED support.
- The family worker will work closely with the Assistant Principals and provide workshops designed around the mathunits of study.
- The family worker and all math teachers will work closely together to create opportunities for parents to share in student literacy celebrations

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- The entire Administrative Cabinet will interview all prospective candidates.
  - Prospective candidates will undergo several demonstration lessons prior to being offered a teaching position at the school.
  - Teaching license requirements will be assured and closely monitored.
  - Assess the BEDS Survey thoroughly to ensure that all teachers are teaching within their licensed area.
  - Assign teachers accordingly based on their certification.
  - Establish relationships with neighboring colleges/universities in an effort to recruit new teachers who graduate fully licensed and certified.
- Personal recommendations by qualified professionals are another avenue of attracting qualified teachers for our professional community.

#### **Service and program coordination**

- MS 232 collaborates with Columbia University and has instituted a violence prevention program of which students deemed at risk benefit from counseling services both during the school day and after school.

- MS 232 has an in house full service medical clinic under Morris Heights Health Center that has a full time social worker and health educator who works with students on a one-on-one basis

**Budget and resources alignment**

- Based on the budgetary allocations for the 2011-12 school year, funds from the appropriate allocations will be used to support the professional development of teachers. Specific to C4E, funds may be used for instructional coaches for teachers.
- From the C4E funds to address time on task the school will implement a lengthened school day (ELA after school program) and a lengthened school day (vaction programs)
- SSO funds (CEI-PEA) will support staff professional development through the use of a attendance consultant.
- Tax levy and Title I funds will be used to staff personnel
- Title III funds will be used to staff personnel for ELL and LEP students as well as instructional materials

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	60	80				0	40	0
7	100	70			40	0		0
8	90	80				0	40	0
9								
10								
11								
12								

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),

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

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>- For the 2010-11 school year we anticipate 1 full time ELA AIS teacher to instruct the level one and “low” level two students. The plan is to use a program called “ELLIS” and Read 180 which are computer based program designed to meet each individual student at their instructional needs.</li> <li>- Academic intervention services will take place though the use of a pull-out program where small groups of students will be instructed at the same time.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>- For the 2010-11 school year we anticipate 1 full time AIS teacher to instruct the level one and “low” level two students.</li> <li>- Academic intervention services will take place though the use of a pull-out program where small groups of students will be instructed at the same time.</li> <li>- The AIS teachers will use a targeted mathematics intervention program from teacher created materials where as each skill/strategy is taught student progress is immediately assessed.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>- There is a plan for the upcoming school year to have the science teacher to utilize their professional period to provide students AIS services. There is currently a science vacancy at MS 232.</li> <li>- At the beginning of the school year, students will be administered a baseline assessment and based on the results, the lowest 1/3 will be provided AIS services.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>- There is a plan for the upcoming school year to have the social studies teacher to utilize their professional period to provide students AIS services. There is currently a science vacancy at MS 232.</li> <li>- At the beginning of the school year, students will be administered a baseline assessment and based on the results, the lowest 1/3 will be provided AIS services.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>- Through teacher input, students are referred to the school’s guidance counselor and an in-take is taken. If deemed necessary, the guidance counselor then places these “at-risk” students on the schedule for either one-on-one or group sessions.</li> <li>- Administration and guidance counselor work closely together in monitoring student progress.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>- Through teacher input, students are referred to the school's two social workers and an in-take is taken. If deemed necessary, the social workers then place these "at-risk" students on the schedule for either one-on-one or group sessions.</li> <li>- Administration and guidance counselor work closely together in monitoring student progress.</li> <li>- The school also has a partnership with Columbia University where intern also work with "at- risk" students</li> </ul>
<b>At-risk Health-related Services:</b>	N/A

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

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

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

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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:**09x232    **School Name:** Middle School 232

*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      **X Corrective Action Year 2**  
Restructuring Year 1      Restructuring Year 2      Restructuring Advanced

**Category:**      Basic      **X Focused**      Comprehensive

**Intervention:**      School Quality Review (SQR)      External School Curriculum Audit (ESCA)  
**X 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.

**NOTE: During the 2010-2011 academic school year, MS 232 did not undergo an SQR due to receiving an "A" as measured by the NYC Progress Report tool. During the 2010-2011 academic school year, the school did not meet the requirements for the following interventions: External School Curriculum Audit or Joint Intervention Team Visit.**

- There are not enough monetary funds to cover all expenses needed to maximize student achievement.
  - Parental involvement is minimal. There needs to be more opportunities for various parent workshops to promote parent involvement and alignment to student achievement.
  - There is not enough funding in the school's budget for a "SAVE" room. In addition, locating the teacher that would be most effective in that position has proven to be a road block.
  - There are a significant number of first-third year teachers that require intensive training on best practices in classroom management.
  - Transforming the school culture whereas school aides and paraprofessionals are members of the instructional team.
  - Having the ability to budget for 2 literacy AIS teachers and 2 math AIS teachers.
  - Teachers need continued development in the effective use of data as a means for enhancing the instructional program. As the teachers continue to differentiate the instruction it is the expectation that the diverse academic needs of the students will be met.
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.
- There is a teachers' resource center that is stocked with current professional tools.
  - Teachers have access to this resource center before and after school and throughout the course of the school day.
  - There will be a curriculum committee established comprising of ELA, ELL and Special Education teachers, administrators and other service providers with regular ongoing meetings to review teaching practice that meets the needs of the identified subgroups. Responsible persons: administrators, coach, and teachers

- There will be a carefully monitored A.I.S. action plan to support those students who require these services. The teachers will be involved in small group instruction with a targeted group of students on a daily basis. Responsible persons: teachers and administrators
- Materials will be ordered specifically geared to create and implement a comprehensive professional development calendar reflective of the State ELA standards and the Common Core State Standards. Responsible persons: administrators and members of the curriculum team
- The development of small professional learning communities that will meet on a regular basis. All members within the smaller community will have a voice in instructional decision-making.
- Intensified daily instruction with clear expectations and academically challenging activities and assignments designed with the middle-level student in mind. There will be many opportunities for cooperative learning where students can learn from social interactions. Responsible persons for implementation: teachers
- Regular reviews of academic progress made in regards to the implementation of the curriculum in-house for ELA Responsible persons: administrators
- Building on the already established Principles of Learning of Clear Expectations and Accountable Talk, focused on an academically rigorous curriculum.
- Differentiated professional development for all staff members. Responsible: Administrator in charge of English Language Arts Department
- Weekly grade level planning for teachers to reflect on units of work, assessments, and data collection. Responsible persons: administrators
- Develop and adhere to a school-wide protocol for looking at student work and identifying the implications. The literacy department will also take a close look at the curriculum maps on a monthly basis and revise accordingly once student outcomes are analyzed. Responsible persons: administrators and curriculum team members
- Ongoing training to launch state initiatives. Responsible persons: administrators and consultants
- Individualized professional development for new teachers. Responsible persons: administrators
- Creation of lab sites to model best practices. Responsible persons: administrators and teachers
- Continued use of portfolio system to promote writing within different genres each month. Responsible persons: administrators
- To support the continued development of the teachers, consultants will be brought in to focus specifically on student writing.
- Teachers will continue their professional development in learning the various approaches involved in talking to students about the data they produce.
- Ensuring that the baseline, the midline and endline assessments are properly administered and discussed with the students so that they are aware of their progress. Responsible persons: administrators and teachers
- Timeframe: This is an action plan for the school year, September to June. On a monthly basis, the administrative team will meet and revisit the goal and it's relation to the action plan. Once this review takes place all modifications to the action plan will be made on a needs basis.

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## **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.

Common Core Curriculum Development- Five literacy teachers and 1 supervisor will meet every week for curriculum development, design and alignment with the Common Core State Standards. Together the team creates curriculum maps, design student friendly rubrics and develop lesson plans with differentiated activities.

Common Core Curriculum Development- Teaching Matters consultant will assist teachers with the development of the writing curriculum aligned with CCSS.

General Supplies to support Writing Curriculum (i.e. paper, binders, folders etc.)

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

Professional development at MS 232 will be provided in a variety of ways:

- Classroom teachers will be supported across the grades by the assigned instructional coaches (external) and teachers who have demonstrated expertise in a certain area
- Weekly team planning sessions to support and enhance the instructional program
- After-school professional development opportunities conducted both by administration and teachers who have exhibited expertise in a certain area
- Experts will be invited to provide professional development according to specific needs of concern
- Teachers will be sent to various workshops to further enhance instructional practices
- New teachers will be administration's priority

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. The school will follow all guidelines as indicated by NYC Department of Education Regulations. The principal will send out a letter in English and Spanish informing the school community of the designation. The notice will also indicate a day and time for an informational session to this regard. The Principal Attestation Form will be signed and faxed to the designated department.

**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>Ben Waxman</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>232</b>
School Name <b>Middle School 232</b>			

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

Principal <b>Neifi J. Acosta.</b>	Assistant Principal <b>Mrs. Desiree Resto</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mr. Daniel Mejia</b>	Guidance Counselor <b>Ms. Carmen Irrizary</b>
Teacher/Subject Area <b>Ms. Carmen Marrero</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Mr. Gilberto Cuello</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Rosemary Caban</b>	Bilingual Coordinator <b>Ms. Angelica Lagares</b>
Network Leader <b>Ben Waxman</b>	Family Worker <b>Mrs. Sharlimet Cuesta</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>2</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</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>496</b>	Total Number of ELLs	<b>228</b>	ELLs as share of total student population (%)	<b>45.97%</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. Initial Identification

a.-Screening- Upon enrollment, the Bilingual Coordinator gives the parent or guardian of ELLs a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when ELLs and their parents first arrive. The survey has questions to identify the ELL's home language and preferred language. If the home language is English and student's only language is English then student is not identified as an ELL/LEP. If a language "other than English" is chosen in survey then an informal interview takes place.

-The Bilingual Coordinator, or a certified teacher who speaks the student's home language, determines whether the student is or is not LEP by conducting an informal interview to parents and students in their native language and in English. This interview also serves to make an initial determination of the student's home language. If a language other than English is not identified then he/she is not LEP and should be placed in a monolingual class.

-Initial Assessment- If the student speaks a language other than English and student speaks little or no English then the Language Assessment Battery-Revised (LAB-R) is administered by the Bilingual Coordinator within 10 days of student enrollment. This test assesses the English proficiency in reading, writing, speaking and listening. Students who speak Spanish and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. If the student language dominance is in Spanish he/she will be placed in a bilingual class. If the student speaks another language then he/she is placed in a monolingual class where he/she will be pulled out by an ESL teacher. After the LAB-R answer documents are hand-scored, the Bilingual Coordinator analyzes the results of the LAB-R and determines whether or not a student qualifies for ESL or bilingual services. The the student is placed in either a bilingual class or a monolingual class where the student will be pulled out for ESL services. If the child scores at or above proficiency level he/she is placed in a general education class and parents are mailed a Non-entitlement letter. The LAB-R answer documents are then submitted for machine scoring on October 5, November 9, December 16, February 3, March 23, and June 22.

#### b. Pedagogues Involved in initial screening, administering LAB, and parent orientation

Ms. Angelica Lagares is the Bilingual Coordinator and a certified teacher who administers the LAB-R and/or Spanish LAB within 10 days of initial enrollment if a student has a home language other than English. The initial screening and interview are done by the Bilingual Coordinator if the child's home language is Spanish. The following initial interviews are conducted by Ms. Lagares and translated by these pedagogues: French by Ms. Daniels; Twi, Ga, Nzima, and French by Mrs. Yamoah.

c.LEP students are tested annually during the Spring with the NYSESLAT in order to determine their level of English proficiency. If the student scores at the beginning, intermediate or advanced level he/she is still considered an LEP and must continue to receive ELL services. If the student scores a proficient level then he/she is no longer considered an LEP and must enter the general education program but for two years he/she continues to be eligible for ELL services. The students in the bilingual classes are administered the

reading, writing, and listening portions of the test by a certified teacher. The ELLs who receive ESL pull-out services, those in general education classes, are pulled out by grade level in order to receive the reading, writing, and listening portions of the NYSESLAT. The speaking portion for all LEPs is done by the Bilingual Coordinator and a certified bilingual teacher, Ms. Carmen Marrero.

## 2. Notifying Parents -

During the initial enrollment, parents have a one-to-one meeting with the Bilingual Coordinator, and translator if home language is other than Spanish, where they are informed of the two program choices Transitional Bilingual (Spanish) and Freestanding ESL. Each service option is explained verbally and they are given an ELL Parent Brochure in their home language that furthermore explains both programs offered at the schools. Parents are also informed that the student will be placed in an age appropriate class for no longer than ten days until services are identified. They are explained that the student will be administered the LAB-R within 10 days in order to determine if he/she qualifies for ESL or bilingual services. If their home language is Spanish they are told that their child will receive the Spanish LAB. They are also notified of the upcoming Parent-Orientation session they must attend to in order to choose

After the LAB-R is hand-scored by the Bilingual Coordinator, within one day of taking the exam, the parents are called and notified of their child's eligibility for services, reminded of the service options, and of the Parent-Orientation session that will be conducted within 3 business days of that phone call. An entitlement letter in their home language is sent home via mail and given to the child to hand in to parent. Parent-orientation sessions take place using translated brochures and DVDs that have been provided by the Office of ELLs for parents who speak a language other than English. Since we have 228 ELLs at MS 232 and many more are enrolled throughout the year many times we hold group orientation sessions for the ELL parents.

## 3. Distribution of forms

Before sending out the entitlement letter in their home language, parents are called and informed that they'll be receiving such document via mail and through child. Then translated entitlement letters are mailed out and given to the child to hand in to the parent. The day of the Parent-Orientation session, the school family worker Mrs. Sharlemet Cuesta or parent coordinator calls the parent(s) to remind them of the meeting taking place that day. In preparing for the meeting, the Bilingual Coordinators assures that she has obtained all translated departmental materials (DVDs, brochures, Parent Survey and Program Selection form, agenda) by the Translating and Interpretation Unit, including interpretations services if the home language is not spoken by a staff member in house. At the meeting, the Bilingual Coordinator re-explains the program choices offered at MS 232 in Spanish and/or English. If the session being held is for a non-English speaking parent(s), then a translator in parents' home language is made available. They are made aware of the mandated number of units of support for ELLs according to their score in the LAB-R. At this meeting they are also made aware of the two bilingual classes offered per grade, one being Spanish dominant (beginning to low intermediate proficiency) and the other English dominant (high intermediate to advance proficiency). They are shown the parent orientation DVD in their home language, departmental materials are made available in their home language, and they have the opportunity of asking questions regarding the different programs available. They are given the translated parent survey and program selection form which they complete on site and is handed to the Bilingual Coordinator. It is explained that if they don't return this form, the ir child will be placed in a TBE program as per CRPart 154. If the parent needs to take the form home to discuss it with another person, he/she must be responsible for returning it by the following business day in person.

## 4. Identified ELL students

Once an ELL is identified and their English proficiency level has been determined based on the score obtained on the LAB-R assessment, the ELL parent is informed of their child's eligibility for ELL services through phone conversation, translated entitlement letter, and parent orientation session. At the orientation ELL parents select one of the two program choices offered at MS 232, TBE in Spanish or Freestanding ESL. They are made aware in their home language of the mandated number of units of support for ELLs in general education classes receiving ESL. They are also informed of the two bilingual classes per grade if their choice is TBE. The explanation of program choices offered as well as translated departmental materials are provided in the ELL parents home language.

-TBE- If the ELLs home language is Spanish and the parent's program choice in the selection form is TBE, the child is either placed in one of two bilingual classes. There are seven bilingual classes: two per grade 6-8 and one bridge 7-8 grade special education bilingual. If the ELL score is 1, 2, 3, 4, or 5, the child will be placed in the bilingual class

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

at his grade level with students at the same or similar English proficiency level. This we refer to as our Spanish dominant bilingual classes. If the ELL scores at a high intermediate to advanced proficiency level in the LAB-R then this child will be placed in the bilingual class at their grade level with students of same or similar English proficiency level. This we refer to as our English dominant bilingual classes. If a 7 or 8<sup>th</sup> grade ELL has been evaluated, identified as learning disabled, and their IEP indicates they need to be in a bilingual special education class, they are placed in the bridge 7-8 grade bilingual special education class. If the ELL identified as learning disabled is in the 6<sup>th</sup> grade and requires a special education bilingual class as per their IEP, the parent is referred to a school that offers the services needed since we are unable to provide them.

- ESL Pull-out Program- If the ELL parent's program choice in the selection form is Freestanding ESL, the child is placed in a general education class with ESL instruction as mandated under CR Part 154. Students spend part of the school day in a mainstream classroom where they receive all academic instruction in English with ESL methodologies used in the content areas. ESL students are pulled out for a portion of each day by a full-time licensed ESL teacher, Mr. Daniel Mejia, in order to receive small group instruction (6-9 ELLs) in English as a second language. The amount of time ESL students receive ESL-pull out instruction varies according to their level of English proficiency. The pull-out program also serves to reinforce the curriculum of the classroom teacher(s). The mandated number of units of support for ELLs depends on the English proficiency level scored in the LAB-R assessment. If the child is at a beginning or intermediate levels of English proficiency as per the LAB-R assessment, the ELLs must receive 360 minutes per week of ESL instruction by a certified ESL teacher. If the child is at an advanced level of English proficiency as per LAB-R assessment, the ELLs must receive 180 minutes per week of ESL instruction by a certified ESL teacher. The certified teacher pulls out a small group of 6-9 ELLs in order to teach them the necessary ESL skills to succeed in the classroom and enhance their English language proficiency.

#### 5. Trend in program choices

After reviewing the Parent Survey and Program Selection forms for the past five years, the trend in program choices that parents have selected has changed throughout the years. More parents whose home language was Spanish selected to have their child in bilingual classes since we offer two classes per grade. As a result of such an increase in parent choice, the average bilingual class size has increased from 15 students to 30 students. This year alone, 70% of parents whose home language was Spanish selected to have their child in a TBE program. In 2010-2011, 62% of Spanish speaking parents selected to have their child in a TBE program. The graph below indicates the increase of ELLs in the last 6 years as well as the increase of ELL parents whose home language was Spanish that selected the TBE as the program of choice.

Year	# of ELLs	% of ELL Parents whose home language was Spanish selected TBE program
2011-2012	228	70%
2010-2011	185	62%
2009-2010	128	59%
2008-2009	130	59%
2007-2008	136	58%
2006-2007	138	58%

#### 6. Programs Aligned with Parent Requests

Both our TBE and ESL programs are aligned with parents requests.

## 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  
 Page 297  
  8  
  9  
  10  
  11  
  12

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

Transitional bilingual education program	Yes☒	No☑	If yes, indicate language(s): Spanish
Dual language program	Yes☑	No☒	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> (60%:40% → 50%:50% → 75%:25%)							2	3	2					7
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	2	3	2	0	0	0	0	7

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	228	Newcomers (ELLs receiving service 0-3 years)	151	Special Education	24
SIFE	64	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	35

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	135		4	12		1	6		1	153
Dual Language										0
ESL	16			31			28			75
<b>Total</b>	<b>151</b>	<b>0</b>	<b>4</b>	<b>43</b>	<b>0</b>	<b>1</b>	<b>34</b>	<b>0</b>	<b>1</b>	<b>228</b>

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

**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							46	59	48					153
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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>46</b>	<b>59</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>153</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 L	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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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							29	21	17					67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1	2						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	4					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>24</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</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).

## A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### 1. Delivery of Instruction

a. What are the organizational models? Departmentalized Transitional Bilingual Program (TBE), Push-In(Co-teaching), Collaborative, and Pull-out ESL.

b. What are the program models?

-The TBE program has a block model. Each class travels together as a group. The three Spanish dominant Bilingual classes (620, 720, and 820) are heterogeneously grouped since they are composed of students at different beginning and intermediate English language proficiency levels. The other three English dominant bilingual classes (621, 721, and 821) are also heterogeneously grouped since the students are at different intermediate and advanced levels of English proficiency. The bridge bilingual special education class is a heterogeneous group made up of only 7-8 grade bilingual special education students.

-The ESL pull-out program is designed so that students are grouped homogeneously according to their proficiency level.

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?

a. How is explicit ESL delivered in each program model to comply with mandates?

### 3. Delivery of Content Area in each program model

-Delivery of ESL

ELLs in the heterogeneous TBE classes (620, 720, 722, and 820) receive the mandated ESL units in two different ways. ESL is incorporated within the content areas and they also receive 360 minutes of ESL (2 periods each day) by certified bilingual teachers. They also attend an ELA after-school program twice a week, two hours each day, that incorporates ESL strategies and methodologies. ELLs in the homogenous TBE classes (621, 721 and 821) receive the mandated ESL units through the content areas as well as part of their literacy 90 minute block. They also have ESL/ELA libraries in their classroom and in the school library.

ELLs in the mainstream classes are scheduled to be pulled-out for ESL services according to their proficiency level. The number of periods they are pulled-out depends on their English proficiency level as indicated in Chart below. Those at a beginning and intermediate level are pulled out eight periods, or 360 minutes, a week by a certified ESL teacher. Those at an advanced level are pulled out four periods, or 180 minutes, a week by a certified ESL teacher. The beginning and intermediate level ELLs participate in an after-school program where they use the ELLIS English Language Computer Software Program that gives them the opportunity to use reading,

## A. Programming and Scheduling Information

listening, writing, and speaking strategies as they perform different language acquisition tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

### -Delivery of ELA

ELLs in the heterogenous TBE classes (621, 721 and 821) are mandated to receive 180 minutes of ELA each week because the majority are at an advanced level of English proficiency . These English dominant ELLs receive two periods, or a 90 minute block, of ELA from certified bilingual teachers who incorporate ESL strategies in their lessons.. These ELLs also attend an ELA after-school program twice a week, two hours each day, that incorporates ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in the heterogenous TBE classes (620, 720, 722, and 820) receive a combination of ELA and ESL during their daily 90 minute ESL block. These students are at beginning to intermediate levels of English proficiency. ELA is taught by certified bilingual teachers who incorporate ESL strategies in their lessons. They also attend an after-school program twice a week, two hours each day, were they are thought ELA using ESL methodologies as well as our Saturday Academy 8-12pm.

The mainstreamed ELLs at an advanced level of English proficiency receive the same daily 90 minute block from a certified English teacher. Those at the beginning and intermediate levels receive daily a period, or 45 minutes, of ELA from a certified teacher. They are pulled-out eight periods a week to receive ESL services. Those at an advanced level are pulled out four periods a week for ESL services. During their literacy block there's a teacher that pushes-in or co-teaches one of the periods in order to have extra support in the classroom. Some co-teachers work with a designated group of ELLs on the assignment given by the literacy teacher. If the ELL students are at a beginning or low intermediate level, the co-teacher will pull-out the ELLs for small group instruction. All classrooms have English libraries at different levels of English proficiency. They have access to the extensive school library and computer lab as well. These ELLs also attend an ELA after-school program twice a week, two hours each day and our Saturday Academy from 8-12pm.

The majority of our ELL population take part in the Extended Day-Basic Skills in Reading and Math Program. This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays, and Thursdays in order to provide all our students, specially newcomers, with the basic skills necessary in order to perform at grade level. ELLs in Freestanding ESL program receive instruction in English with ESL methodologies. ELLs in TBE English dominant classes (621, 721, and 821) receive intruction in English with ESL methodologies while ELLs in TBE Spanish dominant classes (620, 720, 722, and 820) receive instruction in Spanish. Some ELLs are unable to participate in the extended day-basic skills program because during these 50 minutes at the end of the school day they are pulled out for ESL services by the ESL teacher.

### -Delivery of NLA

All ELLs in TBE are mandated to receive NLA units of support each week. These services are provided by licensed Spanish teachers. All classes receive at least one period of NLA per day. The Spanish dominant classes (620, 720, 722, and 820) get a 90 minute NLA block since they are at a beginning to low intermediate level of English proficiency. The English dominant classes (621, 721, and 821) receive daily 45 minutes of NLA instruction. Bilingual classes also have Spanish classroom libraries at different levels and can use the school library which has an extensive Spanish library.

Newcomer and SIFE ELLs who scored below level in the Spanish LAB and have limited literacy proficiency in their home language participate in an After-school Spanish Literacy program once a week (Fridays) for two hours. This instruction is delivered by a certified Spanish teacher.

Mainstreamed ELLs are in classes with students or teachers who speak their home language. When they are pulled out for ESL services they have the opportunity of communicating with ELL peers who speak the same language. Also, during gym, lunch, recess, sports programs, after-school programs, and trips they are able to use their home language with peers. We are currently working on ways to incorporate the non-Spanish speaking ELLs home languages into our curriculum. We have added many stories from different African cultures into our ELA curriculum. Also, in an attempt to incorporate our eight African ELLs native languages and cultures we have added an African Myths, Folk Tales, Fables, and Legends unit of study during the month of December.

## A. Programming and Scheduling Information

### -Delivery of Mathematics

In both TBE and Freestanding ESL program students receive a daily 90 minute block of mathematics.

ELLs in the English dominant TBE classes (621, 721 and 821) receive two periods, or a 90 minute block, of mathematics in English by certified bilingual teachers who incorporate ESL strategies in their lessons.. These ELLs also attend a mathematics after-school program twice a week, two hours each day, that incorporates ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in the Spanish dominant TBE classes (620, 720, 722, and 820) receive their daily 90 minute mathematics block in Spanish by certified bilingual teachers who incorporate ESL strategies in their lessons. The teacher incorporates the mathematics vocabulary in English so students can gain new math vocabulary. These students are at beginning to intermediate levels of English proficiency. They also attend an after-school program twice a week, two hours each day, where they are thought mathematics using ESL methodologies as well as our Saturday Academy 8-12pm.

ELLs in Freestanding ESL Program receive the same daily 90 minute block from a certified mathematics teacher. They also attend an after-school program twice a week, two hours each day, were they are thought mathematics using ESL methodologies as well as our Saturday Academy 8-12pm.

### -Delivery of Science

All ELLs in the TBE program receive weekly four periods (45 minutes each period) of science instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ESL strategies in their lessons. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the science vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ESL Program, receive five periods (45 minutes each period) of science instruction by certified teachers. They receive instruction in English.

### -Delivery of Social Studies

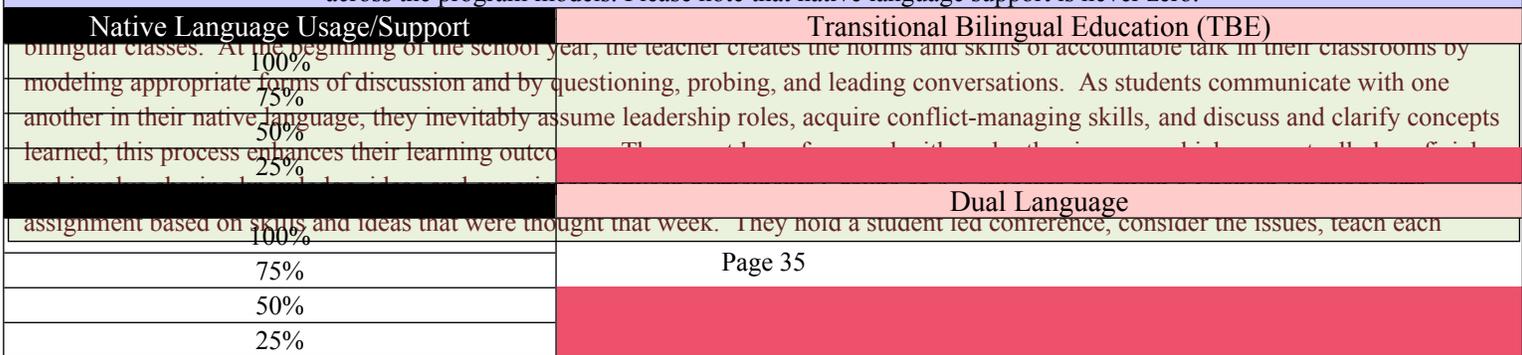
All ELLs in the TBE program receive weekly four periods (45 minutes each period) of social studies instruction. English dominant ELLs in classes 621, 721, and 821 receive instruction in English by certified bilingual teachers who incorporate ESL strategies in their lessons.. Spanish dominant ELLs in classes 620, 720, 722, and 820 receive instruction in Spanish by certified bilingual teachers. These teachers also incorporate the social studies vocabulary in English so that students can gain new English vocabulary.

Mainstreamed ELLs, or those in Freestanding ESL Program, receive five periods (45 minutes each period) of social studies instruction by certified teachers. They receive instruction in English.

### 4. Evaluation in their Native Language

#### 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.



## A. Programming and Scheduling Information

other, and debate in order to reach an answer that is agreeable and understood by all members of the group. Each member has a role to follow in order to assure all students participate. PTAT serves to prepare students for their weekly NLA quizzes.

## 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?

8. The following intervention programs for ELLs in ELA, math and other content areas have are implemented:

-SIFE and ELLs (0-3 years):

Extended Day -Basic Skills in Reading and Math: This program is implemented during the school day for 50 minutes on Tuesdays, Wednesdays and Thursdays in order to provide all ELLs, especially newcomers or those struggling in reading or math, with the basic skills necessary in order to perform at grade level. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

Academic Intervention Services (AIS) in Native Language Arts (NLA) and Mathematics: This program is implemented during school to maximize test taking opportunities of limited English proficient students. Newcomer ELLs are pulled out by a licensed Spanish teacher for NLA and Bilingual math teacher for mathematics. For each content area, newcomers are pulled out three times a week for 45 minutes each session. Newcomers in bilingual classes receive instruction in Spanish while students in the Freestanding ESL program receive instruction in English with ESL methodologies.

After-school Spanish Literacy Academy: Newcomer students with Interrupted Formal Education (SIFE) take part in a program designed for English Language Learners with limited literacy in their native language. They met after school, on Fridays, for two hours and are given the support needed to maintain and/or improve literacy in students' first language. The goals of the program are to increase students' self-esteem and pride in their language and cultural background; and to increase the likelihood of students' academic success by reinforcing and strengthening basic and necessary language skills in Spanish.

Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS English Learning Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels. On Monday and Wednesday ELLs receive instruction in mathematics.

ESL nontraditional summer program (before the beginning of the school year): The program provides cross-cultural experiences and classes in English as a Second Language (ESL) in a relaxed and friendly summertime environment. Students learn English language skills through academic, social, and recreational activities. They also use the ELLIS computer software program. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels

Saturday Academy: On Saturdays for a period of two hours, ELLs in the 0-3 years subgroup use the ELLIS English Learning Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The program allows ELLs ample opportunities to use reading, listening, writing and speaking strategies as they perform different tasks.

ELLs (4-6 years) and long term ELLs (completed 6 years):

## 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?

8. The following intervention programs for ELLs in ELA, math and other content areas have are implemented:

-SIFE and ELLs (0-3 years):

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Golden Opportunity: An after-school math and reading program with ESL methodologies. Students meet after-school, four times a week, two hours each session, and are given the support needed to acquire the English language. On Tuesday and Thursday, newcomer ELLs (0-3 years) use the ELLIS English Learning Computer Software while the rest of the ELLs receive ELA instruction with ESL methodologies. The ELLIS curriculum combines graphics, full-motion video, sound, and text to create a virtual language experience for English learners at all levels. On Monday and Wednesday ELLs receive instruction in mathematics.

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### Courses Taught in Languages Other than English

#### 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. PD plan for ELL personnel :

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##### 2. Support for Staff to Assist ELLs as they transition:

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a. During the month of September, the guidance counselor provides training for teachers regarding the high school application process. She explains the process, high school regulations and procedures, and goes over the high school book with the teachers. She also informs staff about the specialized high schools, their admission procedures, tests, auditions, or portfolios required.

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d. The guidance counselor provides a brief informational to 7th graders regarding the high school application process, 7th graders grade submission, and specialized high school application. This way they are made aware of the requirements before reaching the 8th grade.

Assistant principals and principal

a. Encourage teachers to take their classes on trips to college campuses and to performances at local high schools. Students are encouraged to attend their high school orientation assembly (preferably before school starts).

b. After the 8th grade state mathematics test, all 8th grade students are exposed to things like algebra and geometry until the end of June

c. Students who excel in math may take Algebra I in the 8th grade for earning high school credit. When students are successful in the

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c. Students who excel in math may take Algebra I in the 8th grade for earning high school credit. When students are successful in the course, the course will appear on the high school transcript and count towards graduation requirements. By taking high school courses in middle school, students are able to earn additional college credits during their four years of high school.

## 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?

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MS 232 has a parent coordinator and bilingual coordinator that meet with parents of ELLs throughout the school. They provide translation services in Spanish and other staff members serve as translators of other languages and dialects (see answer 2b). We provide the following workshops: Welcome back workshop ; Internet Safety Workshop; Yoga Workshop ; Parent welcome Table; Aris Parent Link Table

The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation we will provide a series of workshops to:

- Familiarize them with Standards and Assessments (Standardized testing)
- Help them understand oral language development
- Help then understanding the core curriculum
- Understand Federal and State mandates affecting ELLs

Parents will also receive The Parent's homework Dictionary or Diccionario de tareas para los padres by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children's education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

### 3. Evaluate the needs of Parents:

During Curriculum Night in September, parents are surveyed by the parent coordinator in order to help determine needs and interests of the children and parents. By conducting a parent survey we find out what types of parental training programs parents or caregivers would like to see us offer. We want to find out how interested families are in attending specific workshop and the kinds of supports that families may need to attend. Our intention is to combine the information from all of the returned questionnaires to determine the interest for these types of parental educational service.

### 4. Address Needs of Parents

We provide translators for all parental involvement activities including parent teacher conference and graduation. All materials are also translated.

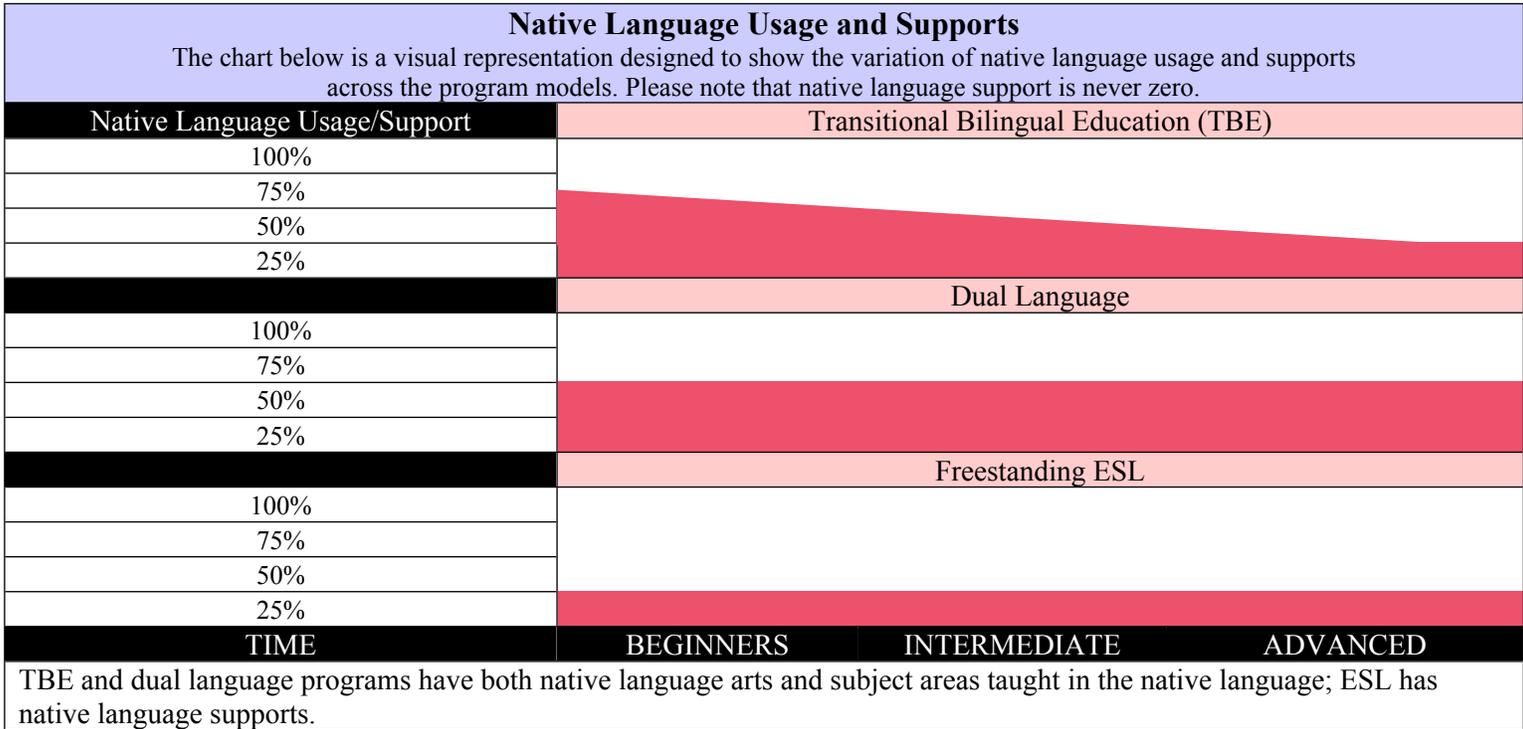
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
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<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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d. The guidance counselor provides a brief informational to 7th graders regarding the high school application process, 7th graders grade submission, and specialized high school application. This way they are made aware of the requirements before reaching the 8th grade.

### Assistant principals and principal

a. Encourage teachers to take their classes on trips to college campuses and to performances at local high schools. Students are encouraged to attend their high school orientation assembly (preferably before school starts).

b. After the 8th grade state mathematics test, all 8th grade students are exposed to things like algebra and geometry until the end of June

c. Students who excel in math may take Algebra I in the 8th grade for earning high school credit. When students are successful in the course, the course will appear on the high school transcript and count towards graduation requirements. By taking high school courses in middle school, students are able to earn additional college credits during their four years of high school.

## 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?

MS 232 has a parent coordinator and bilingual coordinator that meet with parents of ELLs throughout the school. They provide

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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4. How do your parental involvement activities address the needs of the parents?

MS 232 has a parent coordinator and bilingual coordinator that meet with parents of ELLs throughout the school. They provide translation services in Spanish and other staff members serve as translators of other languages and dialects (see answer 2b). We provide the following workshops: Welcome back workshop ; Internet Safety Workshop; Yoga Workshop ; Parent welcome Table; Aris Parent Link Table

The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation we will provide a series of workshops to:

- Familiarize them with Standards and Assessments (Standardized testing)
- Help them understand oral language development
- Help then understanding the core curriculum
- Understand Federal and State mandates affecting ELLs

Parents will also receive The Parent's homework Dictionary or Diccionario de tareas para los padres by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children's education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

### 3. Evaluate the needs of Parents:

During Curriculum Night in September, parents are surveyed by the parent coordinator in order to help determine needs and interests of the children and parents. By conducting a parent survey we find out what types of parental training programs parents or caregivers would like to see us offer. We want to find out how interested families are in attending specific workshop and the kinds of supports that families may need to attend. Our intention is to combine the information from all of the returned questionnaires to determine the interest for these types of parental educational service.

### 4. Address Needs of Parents

We provide translators for all parental involvement activities including parent teacher conference and graduation. All materials are also translated.

## 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)							35	46	24					105

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)							16	20	25					61
Advanced (A)							26	17	19					62
Total		0	0	0	0	0	77	83	68	0	0	0	0	228

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							11	20	8				
	I							12	14	12				
	A							27	25	22				
	P							10	8	17				
READING/ WRITING	B							20	28	10				
	I							14	21	30				
	A							20	16	18				
	P							6	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	24	17	2	0	43
7	27	15	0	0	42
8	25	25	0	0	50
NYSAA Bilingual Spe Ed	0	0	0	0	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	6	16	18	12	5	1	1	0	59
7	12	7	14	13	2	17	0	0	65
8	5	3	17	9	9	15	0	1	59
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	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.

Student and teacher schedules for Spanish (720) and English (721) dominant 7<sup>th</sup> grade TBE program. Also, the schedules from two general education classes.

	<b>THE ACADEMY SCHOOL</b> <b>MIDDLE SCHOOL 232</b> <b>MR. NEIFI J. ACOSTA,</b> <b>PRINCIPAL</b>
--	--

**CLASS PROGRAM**  
**720**  
**ROOM #207**

PD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 8:00-8:45	MATH G.CUELLO	SS G.DELEON	SLA R.SANTOS	MATH G.CUELLO	MATH G.CUELLO
2 8:47-9:38	MATH G.CUELLO	MATH G.CUELLO	SCI G. CUELLO	MATH G.CUELLO	MATH G.CUELLO
3 9:40-10:25	GYM J.DELANCER	MATH G.CUELLO	GYM J.DELANCER	SS R.SANTOS	SS R.SANTOS
4 10:27-11:12	SS R.SANTOS	ESL C.MARRERO	SS R.SANTOS	SLA R.SANTOS	SLA R.SANTOS
5 11:14-12:04	ESL C.MARRERO	ESL C.MARRERO	ESL C.MARRERO	ESL C.MARRERO	SLA R.SANTOS
6 12:06-12:52	ESL C.MARRERO	SLA R.SANTOS	ESL C.MARRERO	ESL C.MARRERO	LIT C.MARRERO
7 12:54-1:44	L	U	N	C	H
8 1:46-2:20	SCI G. CUELLO	SCI G. CUELLO	MATH G.CUELLO	SCI G. CUELLO	LIT C.MARRERO
9 2:20-3:10		ED-BASIC SKILLS G.CUELLO	ED-BASIC SKILLS G.CUELLO	ED-BASIC SKILLS G.CUELLO	

**TEACHER PROGRAM: MR. G.CUELLO**  
**SUBJECT(S):** MATH, SCI

PD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 8:00-8:45	720 MATH	TT/SGI 820	TT/SGI 820	720 MATH	720 MATH
2 8:47-9:38	720 MATH	720 MATH	720 SCI	720 MATH	720 MATH
3 9:40-10:25	PREP	720 MATH	PREP	PREP	PREP
4 10:27-11:12	721 MATH	PREP	721 SCI	721 MATH	721 SCI
5 11:14-	721	721	721	721	721

## Part VI: LAP Assurances

School Name: <u>MS 232</u>		School DBN: <u>09x232</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Neifi J. Acosta	Principal		12/18/11
Desiree Martinez	Assistant Principal		12/18/11
	Parent Coordinator		12/18/11
Daniel Mejia	ESL Teacher		12/18/11
	Parent		12/18/11

School Name: MS 232

School DBN: 09x232

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Marrero	Teacher/Subject Area		12/18/11
Gilberto Cuello	Teacher/Subject Area		12/18/11
	Coach		12/18/11
	Coach		12/18/11
Carmen Irrizary	Guidance Counselor		12/18/11
Ben Waxman	Network Leader		12/18/11
Angelica Lagares	<u>Bilingual Coordinator</u>		12/18/11
Sharlimet Cuesta	<u>Family Worker</u>		12/18/11
Rosemond Yamoah	<u>Translator</u>		12/18/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x      **School Name:** 232

**Cluster:** 5      **Network:** 34

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

**Part A: Needs Assessment Findings**

---

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

Upon enrollment our school determines the home language spoken by parents as well as their preferred language of communication. The Bilingual Coordinator gives the parent or guardian a Home Language Identification Survey (HLIS) in their primary language (or if not available, then in English) when students and their parents first arrive. The survey has questions to identify the student's home language and preferred language. Parents also complete a Student Registration Form, a Parent/Guardian Student Ethnic Identification Form (PSE), a Parents' Preferred Language Form and an Emergency Contact Card that asks what is the parent's preferred language of written and oral communication. These three forms along with an interview conducted by an interpreter inform us of the languages spoken by our parents/guardians and of our translation needs. This allows us to determine the languages in which we must translate all information sent home to the parents as well as the interpreters needed during any school function in which parents are invited to attend. As soon as parents complete the forms the information is entered in ATS and used to ensure that our parents' translation needs are met accordingly.

Data and methodologies used to assess our school's written translation and oral interpretation needs consists of the following:

1. Student Registration Form - here this must indicate their home language
2. Parents' Preferred Language Form
3. Informal interview to determine the language needs of the parent
4. Home Language Identification Survey (HLIS) followed by an interview by the Bilingual/ESL Coordinator
5. Emergency Contact Card -here parents are asked what language they prefer all written and oral communication

## 6. Parent/Student Ethnic Identification Surveys

### 7. Place of Birth report (RPOB)

### 8. Language Allocation Policy (LAP) Part III ELL Demographics - this document has a breakdown of ELLs home language by grade

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 findings indicate that 81 percent of our students are of Hispanic descent and the home language of the majority of our parents is Spanish. All of our other students, who are not of Hispanic descent, have a parent or guardian at home who speaks English. For this reason all of our correspondence is in Spanish and English. Teachers are made aware of their students' home language and are provided with translators as needed in order to communicate effectively with parents. At our school we have translators available in Spanish, French, Twi, Ga, Nzima, and Italian whenever teacher-parent communication is needed like during parent-teacher conferences and curriculum night. Our office staff is bilingual Spanish and English.

It was evident from our findings that the majority of translation and interpretation services needed at our school was in Spanish, with French being the second largest translation group.

## **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.

All of our parent correspondences are in Spanish and English. This includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters. There are also Spanish and French documents provided to us by the City of New York Department of Education as well as documents we download from the DOE and New York State Department of Education websites. All parent notices that are not made available through the DOE or state, are translated in-house by our school staff. All translations are distributed at the same time as the English in a timely fashion. We have an announcement bulletin board for parents in the main lobby where all documents are in English and Spanish.

The written translation services our school provides include but are not limited to the following:

1. Translated Bill of Parent Rights and Discipline Code- Bill of Student Rights and Responsibilities
2. Translated Initial Registration Forms
  - a. Emergency Contact Card
  - b. Home Language Identification Survey (HLIS)
  - c. Student Registration Form
  - d. Parents' Preferred Language Form
  - e. Lunch Form
3. ELL Orientation Materials
  - a. The ELL Parent Brochure
  - b. Parent Survey & Program Selection Form
  - c. Parent Notifications informing parents of the status of their child's ELL program eligibility
4. Lunch Forms
5. Morris Heights Clinic Registration Form
6. All after-school and Saturday Academy consent forms (including Tile III programs)
7. School dance permission slips
8. Field Trip Consent Forms
9. Progress Reports

10. Report Cards
11. Promotion in Doubt Letters
11. Testing Information
12. High School Information including fairs
13. Senior Activities
14. Graduation Program
15. Summer School Forms
16. Parent Surveys
17. Legal, disciplinary, and safety matters
18. Special assemblies and celebrations

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.

All of our office personnel, family worker, guidance counselors, school psychologist, bilingual coordinator, bilingual teachers, principal and one assistant principal are fluent in Spanish. These staff members as well as other Spanish, French, Italian, Twi, Ga, and Nzima speaking teachers and para-professionals are available for interpretation services. During parent-teacher conferences, ELL Parent Orientation, parent workshops, Curriculum Night, Disciplinary meetings, High School Informationals, International Trips Parent Orientation, and PTA meetings staff members are accessible in order to provide the appropriate translation services. We also have a new telephone automated system called School Messenger for communicating with parents to make them aware of student lateness, absences, upcoming school events and emergencies.

The oral interpretation services our school provides include but are not limited to the following:

1. Initial Registration Interview (student and parent)
2. ELL Parent Orientation

3. Parent-teacher Conference
4. High School Informationals
5. Curriculum Night
6. Parent Workshops
7. Disciplinary Meetings (legal, safety, attendance)
8. International Trips Parent Orientation
9. PTA Meetings
10. School Messenger
11. IEP meetings
12. Special Education Evaluation meetings
13. Special assemblies and celebrations

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

All the correspondences given to parents are in Spanish and English. As mentioned above this includes but is not limited to the following documents: parent notices, Bill of Parents Rights, Discipline Code-Bill of Student Rights and Responsibilities, initial registration documents (Emergency Contact Card, HLIS, Parents' Preferred Language Form, and Student Registration Form), report cards, lunch forms, Morris Heights clinic registration form, after-school and Saturday academy consent forms, school dance permission slips, progress reports, testing information, promotion in doubt letters, High School information, senior activities, graduation program, field trip consent form, ELL Parent Brochure, Parent Notifications of their child's ELL program eligibility, parent surveys, and legal matters.

We also obtain documents from the City of New York Department of Education as well as from their website. If other translation services are needed, the translations are done in-house by our staff members. The signs posted throughout the school are in English and Spanish. Parents are also made aware of their rights to translation services in their initial interview, also by our office staff, and finally through signs posted in the main office and the announcements bulletin board.

We fulfill Section VII of the Chancellor's Regulations A-663 earlier in the school year no later than 30 days after the opening of school. By September 30, Parent Preferred Language survey will be distributed making us aware of the parents preferred language of communication. This data will help us determine the languages in which school correspondence must be translated and the interpretation services needed during conferences, PTA, ceremonies, and other meetings. This way we can make the appropriate accommodations in a timely manner. If we are unable to provide these services with in-house staff, then the services will be requested from the Department of Education's Translation and Interpretation Office.

By this time signs will be posted in the main office and announcement bulletin board making parents aware of the translation and interpretation services available to them at this school and where to go in order to request these services. Also, letters will be distributed notifying the parents and guardians, whose home language isn't covered by the translations provided by the Department of Education, of their rights as per Chancellor's Regulations in regards to translation and interpretation services.

Break Down of Home Languages at MS 232:

English -----154  
Spanish -----340  
French ----- 6

\* All other languages make up only 6 students

In the 12 homes where a home language other than Spanish is spoken there is an English speaking parent or guardian available. When interpretation services are needed, we have in-house staff available that speak their home language. In the case that neither parent speaks English and we don't have an in-house staff member who speaks the language, then we will request interpretation and/or translation services from the DOE Translation and Interpretation office.

These findings will be shared with parents through correspondence, school website, bulletin board announcement, and during PTA meetings.

## 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: 232	DBN: 09x232
Cluster Leader: Debra 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: 110 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: 4 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: M.S. 232, is located in the Morris Heights section of the Bronx. The ELL population represents a multicultural/multilingual diversity of students. There are six different languages spoken by our ELL population. The major community language is Spanish. In order to ensure that our ELL students attain proficiency in English, M.S. 232 provides a Transitional Bilingual Program as well as a Free-Standing ESL program.

Title III Supplemental Services funding for ELLs, along with other funding, will be used to provide after-school supplementary instruction for the ELL students presently in 7 and 8 grade bilingual classes as well as French speaking ELLs in general education classes. The ELL Golden Opportunity After School Program (4 classes) services 1 students and meets 4 days a week from Monday (2:10 PM) through Thursdays (3:10 PM to 5:10 PM) for two hours each day. The After School Program runs from October 3 to the third week of April lasting 26 weeks. Students participating in the programs receive instruction in English Language Development – listening, reading, writing, and speaking skills as well as instruction in Mathematics from four certified bilingual teachers. These teachers will mainly use English to instruct the students but will also use students' native language for clarification purposes. The program also prepares the students for the NYS ELA and Math exams.

### ELL Golden Opportunity Program

- Four classes ( Two 7th grade and two 8th grade classes)
- Meet 4 times a week for 2 hours each day (Monday-Thursday)
- From October 3, 2011 to April 25, 2011 (26 weeks)
- Receive instruction in English Language Development and Mathematics
- Receive instruction in English with use of native language for clarification purposes.
- Four certified bilingual teacher (2 for ESL/Literacy and 2 for math)
- \$ 41.98 (teacher per session) X 4 teachers X 2 hrs per day X 99 sessions = \$33,248.16
- The beginner and low intermediate ELLs will be instructed using the ELLIS computer software as well as the Keys to Learning curriculum. The intermediate (medium to high ) to advanced ELLs will be instructed using the Kaplan Advantage New York ELA book. For math instruction all students will use the Kaplan Advantage New York Math book (English and Spanish versions available).

This after-school program was developed in order to provide additional services to identified ELL

### Part B: Direct Instruction Supplemental Program Information

students who are struggling with second language acquisition. We analyzed the NYSESLAT and LAB-R results in order to determine their level of English proficiency. By determining their proficiency level we are able to effectively differentiate instruction and meet the needs of the students. The majority of students involved in this program are struggling in ESL and/or Literacy.

### 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: Teachers in the ELL Golden Opportunity Program receive 2 one hour professional development sessions on October 29th and 30th, 2011. The PD is provided by the bilingual coordinator and assistant principal in charge of literacy.

Teachers receiving training:

- Ms. Carmen Marrero, Bilingual certified (Literacy)
- Mr. Daniel Mejia, ESL teacher (ESL/Literacy)
- Mr. Gilberto Cuello, Bilingual certified (Math)
- Mr. Segundo Tamayo, Bilingual certified (Math)

Professional development focuses on:

- Strategies for teaching Math to ELL students
- Strategies for teaching Reading to ELL students
- Incorporating ESL into Reading and Math
- Scaffolding strategies to build reading comprehension in content areas
- Differentiating Instruction
- Analyzing assessments

### Part D: Parental Engagement Activities

## 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: The academic success of ELLs will be enhanced by the ongoing cooperation and collaboration between our school and parents of ELLs. To increase parent and community participation the bilingual coordinator and parent coordinator, as well as other staff members not funded by Title III, provide a series of workshops on topics related to parents and education. Workshops take place throughout the school year.

The workshops include:

- Familiarize them with Standards and Assessments (Standardized testing)
- Help them understand oral language development
- Help them understanding the core curriculum
- Understand Federal and State mandates affecting ELLs
- In-home tutoring Services
- Surveys
- Health related topics
- Immigration
- Curriculum Night
- Parent-teacher conferences
- High School Application Process

Parents also receive The Parent's homework Dictionary or Diccionario de tareas para los padres by Dan McLaughlin. This book is a valuable tool for parents to help their child master classroom information. It includes information that parents have long forgotten from their own school experience. It is very easy to understand it is a wealth of info on all the subjects. It will help them learn about their children's education, monitor their learning, help their child master classroom information and create a bond between the classroom and the home.

Names of providers

- Ms. Desire Resto, Assistant Principal

**Part D: Parental Engagement Activities**

- Parent Coordinator
- Ms. Angelica Lagares, Bilingual Coordinator
- Morris Heights Health Clinic

Notification of Parents

- Parents are notified through letters send home with students and via mail in English and Spanish. Translations made available to parents whose home language is not Spanish.
- They are also called the day before to remind them of the workshops.
- Flyers are posted on the community bulletin board on the first floor of school as well as in the front entrance of the building.
- Copies of letters, flyers and pamphlets are always in the main office available to parents.

**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>		
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		

**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.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		