



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MIDDLE SCHOOL 302/ LUISA DESSUS CRUZ MIDDLE SCHOOL

DBN: 08X302

PRINCIPAL: MS. LIZA ORTIZ

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SUPERINTENDENT: TIMOTHY BEHR

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 |
|-------------------|--|-----------|
| Liza Ortiz | *Principal or Designee | |
| Jonathan Hinesley | *UFT Chapter Leader or Designee | |
| Hallie Castillo | *PA/PTA President or Designated Co-President | |
| Debbie Gonzalez | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| Debbie Nunez | CBO Representative, if applicable | |
| Albania Cabrera | Member/ Teacher | |
| Sarada Murchison | Member/ Teacher | |
| Annika Brown | Member/ Teacher | |
| Brenda Allende | Member/ Parent | |
| | Member/ Parent | |
| | Member/ | |
| | Member/ | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, students will engage in three literacy tasks aligned to the Common Core Learning Standards. Three out of seven of our ELA units will include a literacy task for the final assessment.

Comprehensive needs assessment

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

Based on the NYS ELA assessment, the NYS school report card, and the report from the curriculum audit, it was made apparent that there needed to be an alignment with curriculum and assessments in order to strategically develop intervention plans for students. MS 302x is a Title 1 school that went from a grade of A (67.1) in 2009-2010 to an A (77.7) on their 2010-2011 Progress Report. The school also received a B (6.6 points out of 25) on their Performance grade, and an A (48.9 out of 60) on their Progress grade according to their 2010-2011 Progress Report. The school has a State accountability status (NCLB status) of "Restructuring (year 2) Comprehensive" identified for the subject-ELA for not making AYP for the following subgroups: All students, SWD, Hispanic. Students were not meeting the proficiency level. The proficiency level at MS 302x is 21.5%, which is a 3% increase from previous year. In hopes of reaching a three to five percent increase, we believe that aligning the curriculum and developing literacy tasks aligned to the common core standards will increase the proficiency rating.

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.

Use of Data:

Timeline- Varied (November 2011, March 2012 and June 2012)

- Teachers will collect, record, and analyze writing samples after each unit of study for each student, class and grade. Each unit of study is approximately 6-8 weeks. Throughout the units of study, teachers will check for understanding mid-way into the unit of study.
- Teachers and administration will examine the varied writing samples to determine the reading comprehension skills and writing strategies needed to reinforce after every unit of study.
- Teachers will continuously analyze writing monthly to learn from the students' work through the use of protocols

Curriculum and Instruction:

Timeline- Ongoing (September 2011- June 2012)

- Teachers will continuously use high-level questioning to engage student learning and encourage students to become more thoughtful and reflective when reading and writing about history.
- Teachers will develop a unified curriculum.

- The development and ongoing refinement of a standards-based curriculum map will include strategies for reading/writing for non-fiction texts.

Professional Development:

Timeline- Ongoing (September 2011- June 2012)

- Administration provides further training to teachers on the use of questioning techniques and the use of “thinking routines” in the classroom.
- Teachers will participate in a book study after-school. These cycles of book study will occur 6-8 weeks. Sample book study cycles are Data Driven Instruction and Asking Better Questions.
- Teachers meet once a week to review, modify and revise the curriculum, to plan lessons, or to assess student work.
- Teachers will understand the quality review statements and Danielson’s rubric on question and discussion techniques.

Scheduling:

- Once a week there are two teachers in the classroom to support small group instruction.
- Teachers meet once week to collaboratively enhance the curriculum and student engagement after-school.
- Varied opportunities for teachers to explore the common core standards during the lunch and learn professional sessions.
- Teachers meet weekly for 45 minutes during common planning.

Strategies to increase parental involvement

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

- Monthly at the Parent Association meeting the principal and/or the Lead teacher will share with the parent body our schools’ goals and actions
- There will be a unit of study celebration so that parents can see their children’s work.
- The lead coaches and assistant principals will develop a syllabus in October delineating the goals for the school year
- The parent coordinator will provide a workshop for parents regarding the ELA common core standards.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Ongoing individualized professional development within the school and outside of the school.
- Inter-visitation with experienced teachers and debriefing opportunities with experienced teachers.
- Pre-, mid, and end of the year professional development surveys will allow the instructional team to discuss the professional development needed throughout the school year.

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.

- The violence prevention programs, Title IV, funds the PBIS initiatives which helps to keep students focused on their school work and helps to promote a positive culture of continuous learning for teachers and students by helping to create positive behavior interventions and rewards for our scholars.

Budget and resources alignment

Fair student funding, ARRA, and Title I funds the after school study group and the consultants who provide professional development that will support the teachers to meet this goal.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

- By June 2012, 65 students will achieve a proficiency on their Common Core Learning Standards math task. Teachers will develop and use a standard based rubric to measure the proficiency of students on this task.

Comprehensive needs assessment

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

- Based on the NYS Math assessment, the school state report card, and the report from the curriculum audit, it was made apparent that there needed to be an alignment with curriculum and assessments in order to strategically develop intervention plans for students. The proficiency rating for math is 51.6%, which was a 9.6% overall increase in mathematics. The students were not meeting the proficiency level in grade 7, whereas in grade 6 and 8 students shown an average of 10% progress.

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.

Use of Data:

Timeline- Varied (November 2011, March 2012 and June 2012)

- Established the criteria for answering word problems.
- Use of data from the baseline assessment determined that more than 70% of the students were not proficient in expressing the math content; therefore causing the math department to determine the need to revise the word problems issued to students.

Curriculum and Instruction:

Timeline- Ongoing (September through June 2012)

- Begin to use the mathematics common core tasks located on NYCDOE website and other resources as the basis for the development of

mathematical tasks

- Teachers meet regularly to collaboratively develop mathematical tasks for each content strand and to analyze students' responses.
- Teachers meet once a month to discuss the instructional needs and progress made as determined from the mathematical task and rubric.

Professional Development:

Timeline- Ongoing (September through June 2012)

- Provide professional development in order for teachers to analyze assessment data, to determine strengths and weaknesses of their students, and to determine what skills/topics to re-teach through whole group, small group or individualized instruction.
- Provide professional development on the new Mathematics Common Core State Standards performance indicators in order to help teachers analyze results and respond to instructional strategies.

Scheduling:

Timeline- Ongoing (September through June 2012)

- The teachers have common planning once a week in order to collaboratively monitor and revise the curriculum to meet the state standards.

Strategies to increase parental involvement

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

- Monthly at the Parent Association meeting the principal and/or the Lead teacher will share with the parent body to goals and actions taken to attain this goal at the parent association meeting.
- There will be unit of study celebration so that parents can read their child' responses.
- The lead coaches and assistant principals will develop a syllabus in October delineating the course outline and the course goals for the school year.
- The parent coordinator will provide a workshop for parents regarding the ELA common core standards.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Ongoing individualized professional development within the school and outside of the school.
- Inter-visitation with experienced teachers and debriefing opportunities with experienced teachers.
- Study groups with teacher to better understand the current research

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.

N/A

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.

Fair student funding, ARRA, and Title I funds the after school study group and the consultants who provide professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

- By June 2012, 25% of students identified for chronic lateness will improve their punctuality as evidenced by ATS data. It is anticipated that 50 students will meet this goal.

Comprehensive needs assessment

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

- Based on the ATS report and teacher observation regarding student punctuality it was determined that attendance incentive plans needed to be developed to promote punctuality. Students involved in this goal were identified as having the highest rate of lateness during the 2010-2011 school year.

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.

Use of data:

Timeline-

Ongoing (September through June 2012)

- The baseline data used was determined by last year's final attendance report for June.
- Weekly the Automated Transmission System generates a list of the students who were late. This report is used to monitor repetitive lateness and improvement.
- The members of the attendance committee which includes the attendance coordinator, counselors, the SAPIS worker, and the administration collect, record, analyze, and document attendance on a weekly basis for each student, class and grade. With this data we begin to correlate the students' achievement with their attendance and the outreach needed to support the student.

Curriculum Instruction:

Timeline-

Ongoing (September through June 2012)

- Students' first period grades should show an increase in their class performance. Continuous growth each marking period.
- School celebrations, incentives, and public displays of perfect or improved attendance have motivated the students to arrive on time.
- Teachers and counselors will set attendance goals with at-risk students.

Professional Development:

Timeline-

Ongoing (September through June 2012)

- Teachers receive professional development on collecting and recording attendance daily.
- The attendance team will receive ongoing professional development from the attendance teacher to improve student arrival.
- Teachers received professional development on the effects of poor attendance with student achievement.

Use of Resources:**Schedule:****Timeline- Ongoing (September through June 2012)**

- The attendance teacher tracks the data, makes home visits, and makes phone calls to parents of truant students, students who have less than 90% attendance and on time arrival.
- The parent coordinator and the guidance department conduct parent outreach workshops on a monthly basis to support attendance improvement.
- Counselors support students who can not arrive to school on time by providing counseling sessions in the morning and throughout the week.

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.

- Celebrate attendance improvement during the parent association meetings;
- Inform the identified students' parents of the aforementioned goal and continue to communicate with parents regarding their child's attendance.
- Provide ongoing workshops on how to succeed in middle school.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Provide ongoing ARIS workshops with teachers. Through these workshops teachers can develop sub-group to determine the correlation of attendance and student achievement, can join the ARIS community and research the resources in ARIS.

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.

N/A

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.

- Through AIDP funds, an attendance incentive program has been developed to provide incentives for perfect attendance and attendance improvement.
- The 21st Century funds allow for students, those identified, to participate in weekly after-school workshops that focus on personal responsibility.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

- **By June 2012, the ELA and Math team will formally meet 6 times throughout the school year to look closely at student work. This inquiry work will be aligned to the 2011-2012 Citywide Instructional Expectations.**

Comprehensive needs assessment

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

- Based on the Chancellor's Instructional Expectation, NYS curriculum audit, the 2011 NY state ELA and Math scores, and the 2008 quality review, it was determined that a focus needed to be spent on looking at student work to identify the instructional strategies needed to ensure that there is an increase in student achievement.

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.

Use of Data:

Timeline- Ongoing (September through June 2012)

- Teachers will collect, record, analyze writing samples through a four point rubric after each unit of study for each student, class and grade
- Teachers and administration will examine the varied writing samples to determine the reading comprehension skills and writing strategies. Teachers will utilize this information continually and invite students to the extended day to help the student gain a better understanding of the areas of need required to improve writing proficiency.
- Teachers will continuously analyze writing to learn from the student's work through the use of protocols.

Curriculum and Instruction:

Timeline- Ongoing (September through June 2012)

- Teachers will align the curriculum to ensure the Common Core Learning Standards utilize the balanced literacy and the workshop model approach to effectively teach.
- Teachers will utilize writing portfolios which are graded by standard-based rubrics.
- The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and independent reading/writing.
- Consistent use of protocols to guide the teachers focus with student work.

Professional Development:

Timeline- Ongoing (September through June 2012)

- Administration provides further training to teachers on the use of writing rubrics to provide students with feedback as well as the training on

the following: effective conferencing, analyzing assessment data, use of Acuity, and Performance Series.

- Professional Learning teams will participate in the in-house professional development provided by Brenda Atwell, ATLAS consultant.

Scheduling:

Timeline- Ongoing (September through June 2012)

- The teachers have common planning twice a week to collaboratively enhance the curriculum and student engagement.
- The teachers have grade meetings twice a month to collaboratively discuss student work and or student concerns. The teachers will identify five students to track their strength, weaknesses, teaching implications, and learning outcomes.
- Once a month the teachers discuss five targeted students during and after-school.
- ELA and Math teachers meet weekly after-school to align the curriculum to the CCLS in order to strengthen student work.

Strategies to increase parental involvement

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

- Monthly at the Parent Association meeting the principal and/or the Lead teacher will share with the parent body to goals and actions taken to attain this goal at the parent association meeting.
- There will be a unit of study celebration so that parents can be exposed to their child's work
- The lead coaches and assistant principals will develop a syllabus in October delineating the course outline and the course goals for the school year.
- The parent coordinator will provide a workshop for parents regarding the ELA common core standards.

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Monthly at the Parent Association meeting the principal and/or the Lead teacher will share with the parent body to goals and actions taken to attain this goal at the parent association meeting.
- There will be unit of study celebration so that parents can read their child' responses.
- The lead coaches and assistant principals will develop a syllabus in October delineating the course outline and the course goals for the school year.
- The parent coordinator will provide a workshop for parents regarding the ELA common core standards.

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.

N/A

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

- Through the middle school initiatives grant, teachers will be afforded the opportunity to attend workshops, plan the curriculum, assess, and analyze the students' work.
- The Title I and the 21st Century grant funds the after-school remediation program as well as the after-school collaborative team meetings.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 67 | 85 | 0 | 0 | 11 | 09 | 30 | 30 |
| 7 | 63 | 91 | 0 | 15 | 11 | 0 | 30 | 30 |
| 8 | 63 | 86 | 20 | 15 | 11 | 0 | 30 | 30 |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | Some of the programs used to provide academic intervention for our population include Read 180, 100 Book Challenge, and Rosetta Stone. These programs are used during the school day to assist students who are at various levels of reading, writing, and comprehension. Read 180 is a computerized reading program used to provide students with immediate feedback on their progress and mastery. Students work at their individual level to improve fluency and comprehension in reading established through an initial baseline assessment. 100 Book challenge offers students additional support in reading and comprehension both in class and at home. During class, teachers meet with students on an individual basis to assess progress through running records and conferencing. Students choose their own books based on assessment level and student interest. Rosetta Stone is also a computer based program used to address ELL language acquisition. Students have individual log in information and are able to access the program in school and at home. Students learn the English language through speaking and listening with the computerized program |
| Mathematics | During the school day certified Math teachers push in and team teach during Math blocks to provide small group instruction to students in need of intervention. City Year members also provide additional support on a one-to-one basis during and after school as determined by pedagogues. As a computer-based program students use Study Island to focus on skills that need improvement. Skills are chosen based on student need and deficiencies. |
| Science | After school students will meet in small groups to work in a Science club. Club meetings take place once a week to complete various Science activities based on student interest. |
| Social Studies | Students will compete in a law Mock Trials competition. Students meet after-school and during the school day to learn and research the laws as it relates to a specific case. |
| At-risk Services provided by the Guidance Counselor | Students are presented to the Pupil Personnel Committee composed of guidance and social work team. If students are determined to need at risk services they are assigned to a Guidance Counselor, Social Worker, or Social Work intern for one-to-one or group counseling based on student need and/or behaviors. |

| | |
|---|---|
| At-risk Services provided by the School Psychologist | Students are presented to the Pupil Personnel Committee composed of guidance and social work team. If students are determined to need at risk services they are assigned to a Guidance Counselor, Social Worker, or Social Work intern for one-to-one or group counseling based on student need and/or behaviors. |
| At-risk Services provided by the Social Worker | Students are presented to the Pupil Personnel Committee composed of a guidance and social work team. If students are determined to need at risk services they are assigned to a guidance counselor, social worker, or social-work intern for one-to-one or group counseling based on student need and/or behaviors. |
| At-risk Health-related Services | School nurse and social worker meet regularly to discuss students who need additional health-related services. Students receive group or one-to-one workshops and/or assistance with issues such as Diabetes, HIV, Asthma, Hygiene, and obesity. |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _08x302_____ **School Name:** Luisa Dessus Cruz Middle School

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

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

Category: Basic Focused Comprehensive

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

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

- 1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.**

Based on the External School Curriculum Audit and last year's proficiency rating in English Language Arts it was determined that there needs to be a focus on aligning and developing a consistent English Language Arts Curriculum that focuses on nonfiction and fiction text simultaneously. There needed to be an alignment with the assessments given to students and ongoing conversation regarding the implication for instruction based on the results of those assessments in order to increase the proficiency rating in English Language Arts. It was also determined the need to align the supplemental curriculum to the school day's curriculum. In doing this there needs to be a focus team which analyzes the ELA assessments and the results from the acuity to determine the instructional implications for the supplemental curriculum.

- 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.**

The interventions MS 302 will take are the following:

Common planning time will be allocated to the teachers;

Twice a month teachers will review the data provided from the ELA assessments and the informal assessments to determine the instructional implications needed for the upcoming unit of study and to individualize the instruction;

After-school test prep will be provided twice a week for students who have been targeted by teachers;

After-school study group that focuses on the reading professional literature based on data and implementation of best practices based on the literature read.

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.**

One of the four administrators, who has a background in literacy, will provide the professional development to staff members. Most of the professional development provided will focus on the deepening the schools' understanding ton the English Language Arts Common Core learning standards and the development of curriculum and assessments.

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

MS 302's lead teachers and the administrators will mentor those teachers who are considered highly qualified by meeting with these teachers twice a week. The mentoring plan will include class inter-visitation and debriefing sessions, classroom observations with feedback.

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. Letters will be generated to all families.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X302 **School Name:** Luisa Dessus Cruz M.S. 302

Cluster: 608 **Network:** CFN

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.

Using the NYSESLAT scores and modality breakdown on ATS, Home Language Identification Survey, and student/parent discussions, the predominant language other than English is Spanish. As a result, staff at M.S. 302 assess school's written translation and oral interpretation needs to ensure all parents are provided with appropriate communications they can understand. For example, all written communications are posted/distributed in both English and Spanish. For those students who require additional translation services such as sign language or additional languages the school staff uses the Translation and interpretation Unit provided by the Department of Education to ensure the lines of communication remain open with all parents and guardians. To ensure parents are communicated in a timely fashion, all information disseminated to parents are written in both English and Spanish. Additionally, all workshops, Parent Association meetings, and school events are done in both English and the most common native language to ensure parents are involved in their children's educational processes.

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.

Based on NYSESLAT score and modality breakdowns, home language identification surveys, and school report cards parents at Middle School 302 believe the school communicates appropriately and effectively with them. As previously stated, all written and oral communications are completed in both English and the predominant second language (Spanish) for parents. All communications distributed and posted are given in both languages for easy access and communication. To maintain a record of the needs of parents in regards to communication, emergency contact cards, HLIS, and ATS reports such as BESIS and RNMR, are used to track native languages. Additionally, the school report card is posted on-line for easy access to parents and the school community. Furthermore, the Parent Association offers monthly forums to parents and community members to share, voice, and address concerns with the school. Any issues that are not resolved at Parent Association meetings are discussed with the Administrative staff and School Leadership Team. To share findings with the school community, bulletins are posted for parents/community members in the lobby on the Parent Bulletin boards, Parent Association meetings are held monthly to discuss the

needs of the school community, and for staff members, school memos are sent via e-mail as well as discussions held during workshops, conferences, department meetings, or monthly staff meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services the school will provide include monthly calendars, letters to parents concerning upcoming events or communications are written in both english and spanish as per the needs of our ELLs. Information placed on the school website is also available in multiple languages. Also, at the beginning of the school year all parents and students are given a translated Bill of Rights and Responsibilities. This document is also handed out at subsiquent meetings such as parent/teacher confernces, Parent Association meetings, and is distributed during new student enrollement. To facilitate these written communications in-house, the Parent Coordinator is responsible for ensuring communications are translated prior to dicemination. Since all communications are sent out simultaneously, the Parent Coordinator is required to meet all translation deadlines prior to dicemination. Additionally, any parent who's native language is not spanish or english is given written interpretations provided by the Translations Unit by the Department of Education. The Parent Coordinator is also required to ensure translations are done within the appropriate time frame prior to communication dicemination.

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

The oral interpretation services the school provides are done through staff members, parent volunteers, and/or by calling the translation and interpretation service provided by the DOE. During parent/teacher conferences or meetings City Year members, school aides, and social work and guidance providers are available to assist with translations as needed.

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>.

To fulfill Chancellor's Regulations A-663 the Parent Coordinator and/or school administration will attend and disseminate information to school personnel about appropriate and available communication methods with parents and guardians of students. Additional support will be provided on a needs basis to school staff.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X302 **School Name:** Luisa Dessus Cruz M.S. 302

Cluster: 608 **Network:** CFN

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.

Using the NYSESLAT scores and modality breakdown on ATS, Home Language Identification Survey, and student/parent discussions, the predominant language other than English is Spanish. As a result, staff at M.S. 302 assess school's written translation and oral interpretation needs to ensure all parents are provided with appropriate communications they can understand. For example, all written communications are posted/distributed in both English and Spanish. For those students who require additional translation services such as sign language or additional languages the school staff uses the Translation and interpretation Unit provided by the Department of Education to ensure the lines of communication remain open with all parents and guardians. To ensure parents are communicated in a timely fashion, all information disseminated to parents are written in both English and Spanish. Additionally, all workshops, Parent Association meetings, and school events are done in both English and the most common native language to ensure parents are involved in their children's educational processes.

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.

Based on NYSESLAT score and modality breakdowns, home language identification surveys, and school report cards parents at Middle School 302 believe the school communicates appropriately and effectively with them. As previously stated, all written and oral communications are completed in both English and the predominant second language (Spanish) for parents. All communications distributed and posted are given in both languages for easy access and communication. To maintain a record of the needs of parents in regards to communication, emergency contact cards, HLIS, and ATS reports such as BESIS and RNMR, are used to track native languages. Additionally, the school report card is posted on-line for easy access to parents and the school community. Furthermore, the Parent Association offers monthly forums to parents and community members to share, voice, and address concerns with the school. Any issues that are not resolved at Parent Association meetings are discussed with the Administrative staff and School Leadership Team. To share findings with the school community, bulletins are posted for parents/community members in the lobby on the Parent Bulletin boards, Parent Association meetings are held monthly to discuss the

needs of the school community, and for staff members, school memos are sent via e-mail as well as discussions held during workshops, conferences, department meetings, or monthly staff meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services the school will provide include monthly calendars, letters to parents concerning upcoming events or communications are written in both english and spanish as per the needs of our ELLs. Information placed on the school website is also available in multiple languages. Also, at the beginning of the school year all parents and students are given a translated Bill of Rights and Responsibilities. This document is also handed out at subsiquent meetings such as parent/teacher confernces, Parent Association meetings, and is distributed during new student enrollement. To facilitate these written communications in-house, the Parent Coordinator is responsible for ensuring communications are translated prior to dicemination. Since all communications are sent out simultaneously, the Parent Coordinator is required to meet all translation deadlines prior to dicemination. Additionally, any parent who's native language is not spanish or english is given written interpretations provided by the Translations Unit by the Department of Education. The Parent Coordinator is also required to ensure translations are done within the appropriate time frame prior to communication dicemination.

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

The oral interpretation services the school provides are done through staff members, parent volunteers, and/or by calling the translation and interpretation service provided by the DOE. During parent/teacher conferences or meetings City Year members, school aides, and social work and guidance providers are available to assist with translations as needed.

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>.

To fulfill Chancellor's Regulations A-663 the Parent Coordinator and/or school administration will attend and disseminate information to school personnel about appropriate and available communication methods with parents and guardians of students. Additional support will be provided on a needs basis to school staff.

**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 Jose Ruiz/ Rudy Rupnarain | District 8 | Borough Bronx | School Number 302 |
| School Name Luisa Dessus Cruz MS302 | | | |

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

| | |
|--|---|
| Principal Liza Ortiz | Assistant Principal Latanya Gray |
| Coach | Coach type here |
| ESL Teacher | Guidance Counselor type here |
| Teacher/Subject Area Elizette Estrella Lead Teacher | Parent type here |
| Teacher/Subject Area Sarada Murchison SETSS teacher | Parent Coordinator Neida Villafane |
| Related Service Provider type here | Other Albania Cabrera BIL teacher |
| Network Leader type here | Other type here |

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 | 3 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 1 | Number of special education teachers with bilingual extensions | 2 | Number of teachers of ELLs without ESL/bilingual certification | 1 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 2 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 672 | Total Number of ELLs | 140 | ELLs as share of total student population (%) | 20.83% |
|------------------------------------|------------|----------------------|------------|---|---------------|

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. When a new student arrives at MS 302, they meet with the Pupil Accounting Secretary. During paperwork the parent completes the Home Language Identification Survey. At this time the Parent Coordinator and AIS coordinator are contacted. If the AIS coordinator is unavailable an Administrator reviews the Home Language Identification Survey for eligibility. At this time, the parent coordinator will translate in the native language (Spanish) to discuss the results of the survey. If the native language is not Spanish, the parent coordinator will contact the office of translation from the Department of Education to support communications in the parent's native language. If applicable, parents are asked to stay for an orientation for parents of ELLs. During this orientation, parents or guardians are informed through a power-point presentation, pamphlets, and a Department of Education video of the various ELLs programs available for their children. Parents are told of the program that is available at M.S. 302 and what would happen should they want a program not currently offered at M.S. 302. Parents are made aware that this would only apply should their child be determined an ELL student as per the LAB-R. To ensure the HLIS and LAB-R are completed within 10 days, administration is completed at student arrival and registration.

2. Upon receiving the information on the various educational programs for ELLs by Assistant Principal or AIS Coordinator with the help of the Parent Coordinator for translation purposes, parents/guardians are then asked to make a program selection. Information is always presented to parents in both languages. This is possible because the parent coordinator, Neida Villafane, is fluent in both Spanish and English. All staff members are familiar with contacting the Department of translation provided by the DOE for those parents who speak additional languages. Next, the AIS coordinator, administers the LAB-R to students in a separate location. If the AIS coordinator is not available, the Assistant Principal, Ms. Gray, administers the LAB-R to the student in her office or separate location. After the LAB-R is given, the exam is given to Sharon Cahr, Assessment Implementation Director for District 8, on selected dates for scoring and submission. If the student is determined to require services as per the LAB-R/Spanish, the parent or guardian is immediately informed both by mail and phone calls by the Parent Coordinator. To measure student English proficiency M.S. 302 uses the NYSESLAT. To determine eligibility for the NYSESLAT, ATS reports are printed by the Pupil Personnel Secretary for the Assistant Principal. These reports include, RLER, RLAT, and RLAB reports from ATS. Prior to administering the exam, parents are given workshops established by the Parent Coordinator in collaboration with the AIS coordinator, and Parent Association president, to discuss the exam and its implications for the students. If a parent is unable to attend a workshop the information is also sent home with students. When administering this exam the testing coordinator/Assistant Principal- Ms. Gray, sets specific times and dates for testing in advance. Dates are posted on the school calendar and distributed to students, parents, and teachers. School calendars are distributed to students during school hours, mailed home to parents, and additional copies are readily available in the main office, on parent bulletin board in the main entrance, and distributed by the parent coordinator. The exam is administered by ESL, bilingual teachers, and ELA lead teacher to all students required to take the exam during the official testing window. The ESL teacher, Ms. Ruiz, along with Ms. Gray- Assistant Principal, conducts all make-up exams immediately following the official exam dates, pre-determined by NYS Board of Regents.

3. Since orientation is completed upon parent/student registration, the parent coordinator (Neida Villafane and testing

coordinator/Administrator (Ms. Gray) meet with parents immediately after they watch the video on the multiple programs. To ensure parents understand all three program choices, parents are afforded the opportunity, while they are still present for registration, to ask any questions pertinent to the video or program options. Parents are encouraged to make a selection prior to students knowing if they will be determined an ELL based on the LAB-R.

4. Once parent choice forms are collected a file is kept on parent selection and availability. After the results of the LAB-R are received by the school, the entitlement letter is printed and given to the child by the Parent Coordinator (Neida Villafane). A copy of the entitlement letter is kept on file in the main office of the school in each child's personal file.

5. To determine the placement of an ELL student, the Administrator/Testing Coordinator (Ms. Gray) reviews the LAB-R and parental request on the HLIS. Parents are notified of the appropriate program via telephone and letter sent home with the student. If the program selected does not exist in the building, the parents are given the option to keep the child in the building under the available program that we do have for ELLs. At this time the child's name is placed on a list. If at any point in the year the surveys indicate at least 15 students are eligible for a new program, parents are contacted via telephone and mail by the Parent Coordinator, and a new class may be created in the following year for those students. All placement letters are placed in the child's individual personal file located in the main office. If a child tests out of an ELL program after passing the NYSESLAT, parents are contacted via telephone and mail by the Parent Coordinator to explain continued entitlement options for the child. All records of continued entitlement are also placed in the child's individual personal file.

6. The admission committee which consists of the guidance counselor, the principal, and an ESL teacher reviews the HLIS to determine the parents request. In meeting the ELL compliance, the admission committee, periodically reviews the Parent Survey and Program Selection forms for the past few years and newly admitted students. The trend in program choices that parents have requested is the Transitional Bilingual program. M.S. 302 offers a freestanding ESL program with multiple support services for beginning students. The administration, the ESL teachers, and the lead teacher continuously collaborate to implement workshops and develop curriculum that will have some of the essential components of a bilingual program. For example, we have incorporated a native language arts class, purchased Rosetta Stone in Spanish. Workshops are provided to parents to clearly explain the programs MS 302 offers their child. Opportunities are given to parents to visit classrooms. To date, parents are satisfied with this program, but the new Administration will further look into and discuss additional options that best meet the needs of the community for the next school year.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|---------------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): SPANISH |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | To |
|-----------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | t# |

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 140 | Newcomers (ELLs receiving service 0-3 years) | 52 | Special Education | 47 |
| SIFE | 12 | ELLs receiving service 4-6 years | 45 | Long-Term (completed 6 years) | 43 |

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. [i](#)

| | 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 | | | 2 | | | 5 | | | 5 | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 52 | 5 | 5 | 45 | 4 | 11 | 43 | | 9 | 140 |
| Total | 52 | 5 | 7 | 45 | 4 | 16 | 43 | 0 | 14 | 140 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 0 | 6 | 7 | | | | | 13 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 6 | 7 | 0 | 0 | 0 | 0 | 13 |

**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 | | 0 | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|------------|
| Spanish | | | | | | | 42 | 45 | 50 | | | | | 137 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | 1 | | | | | | 2 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 46 | 50 | 0 | 0 | 0 | 0 | 139 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. The organizational model at M.S. 302 is a combination of heterogeneous block Push-In, Pull-Out and Stand-Alone ESL. Students are concentrated in one class per grade with a certified ESL/Common Branch teacher.

2. Students are scheduled according to mandated minutes per proficiency level, substituting or infusing ELA instruction with ESL methodologies where possible and applicable. Teachers instruct language through the content area, with a concentration on content vocabulary and academic language functions and structures.

A. Programming and Scheduling Information

3. Classrooms are center based. Our newly arrived and beginner level students participate in the Rosetta Stone Language Acquisition Program while students who are in the intermediate level participate in the Read 180 Program. Read 180 supplements the skills and strategies introduced during guided reading. For guided reading students work with a variety of materials, including leveled libraries, short fiction and novels, and non-fiction materials such as newspaper articles, magazines, and non-fiction texts. All ELL students participate in the 100 Book Challenge Program encourages students to build their reading skills through reading at their independent level. To further the explanation:

Any students who have been receiving ESL service for more than two years and are consistently scoring low of Reading and Writing assessments are recommended for AIS services. In general, NYSESLAT and Interim Assessment results indicate that a concentration on reading and writing skills with an emphasis on content-area vocabulary and language functions is essential overall.

Students who score at the Advanced level on the NYSESLAT tend to score at level 2 on the ELA and a level 3 on the Math assessments. Students scoring at the intermediate level on the NYSESLAT tend to score at level 1 on the ELA and mid-level 2s on the Math assessments. There is a tendency among ELLs to score slightly higher in Math than in ELA. We attribute that to the access students have in taking the test in their native tongue.

Interim assessment results are used to examine trends across the grade and progress in each individual student. Detailed information available on the Acuity website concerning the skills and standards addressed by each question allows us to identify student strengths and weaknesses which we then use to assist in planning for skill areas in which we need to focus instruction. Overall, the results from last year's assessments show that the questions on which students scored lowest concentrated on the acquisition and application of strategies to make texts comprehensible and meaningful. The implication is that we must focus instruction on reading strategies which aid comprehension, including skimming for specific purpose, main ideas and details, structural and context clues, cognates and root words, and the use of prior knowledge.

New arrivals are paired with a student who shares the native language wherever possible. L1 versions of Math, Science and Social Studies textbooks are provided when possible to be used in tandem with English versions. When these are not available L1 texts covering the same material are acquired. Key words and language structures are identified. New arrivals receive at least 8 periods per week as many of which will be small group or one-on-one instruction as scheduling allows. Long term ELLs are referred for after-school and/or summer school in addition to their mandated periods of ESL. Long term ELLs exhibiting obvious discrepancies between scores in composite modalities are recommended for evaluation for AIS services. Those students with I.E.Ps receive SETSS and Speech along with mandated periods of ESL. The SETSS and ESL teacher confer to address the needs of the students. Those who are in the self-contained classes are paired with Translation Paraprofessionals.

Were we to register a student with interrupted schooling, we would request that that student be programmed with eight periods of ESL per week with small group instruction or one-on-one where possible and that the Speech teacher and OT teacher see that student on an at-risk basis to assist in phonemic and phonetic awareness, writing skills, appropriate motor skills development and refer that student to after-school programs for additional one-on-one tutoring.

Students who have reached proficiency remain grouped in classes with other ELLs so that the ESL teacher can continue to assist them in the transitional period and to provide support for projects. All ELLs, previous and current are invited to make appointments during lunch or after school if they require additional support.

4. To ensure students are appropriately evaluated in their native language, Administrators review ATS information to determine which students should receive testing modifications. After lists of students are ceated in advance ELL teachers and AIS coordinator review and ensure students are being serviced appropriately prior to testing.

5.

a./b. For the assimilation of both newly arrived and SIFE students Paraprofessionals and City Year Staff assist through one on one instruction and monitoring student progress on Rosetta Stone and Read 180 in accordance with teacher directives. City Year staff are paired with SIFE students to help them academically and socially prepare for the school culture. Paraprofessional and City Year Staff participate in all professional development for ESL teachers.

A. Programming and Scheduling Information

- c. For ELLs receiving service for 4-6 years, M.S. 302 has created an afterschool program in which students work on deficiencies and improve reading/writing through language acquisition and remediation.
- d. Long term ELLs in monolingual classes participate in a Pull-Out Program to receive language development skills through Academic Intervention Services.

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | | | |
|-------------------------------|--|--------------|----------|--|
| 100% | 7. ESL teachers use these materials in accordance to the needs of the students and their IEP. Students are scheduled according to mandated | | | |
| 75% | minutes per proficiency level, substituting or infusing ELA instruction with ESL methodologies where possible and applicable. Students | | | |
| 50% | who require Speech receive the service in a bilingual setting. | | | |
| 25% | | | | |
| | Dual Language | | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | Freestanding ESL | | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED | |

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

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. Content is delivered in Math and English Language Arts in the English language with the supports of Spanish materials for students who require the additional support. The content area of Science is delivered in the Spanish language with the use of text, work books and activities in Spanish. Additionally, in Social Studies the students are given both materials in their native language as well as verbal support such as reading and re-reading instructions in Spanish, and providing students with vocabulary terms in their native language.
9. When students reach a level of proficiency on the NYSESLAT, they are transitioned into a monolingual class. Once in the monolingual classes, students take part in academic intervention services to render any additional support the student may need.
10. In order to better service the needs of our ELL students, we plan to implement a language immersion program in which students will be helped to learn the English language before transitioning them into a monolingual classroom or becoming a former ELL.

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. Content is delivered in Math and English Language Arts in the English language with the supports of Spanish materials for students who require the additional support. The content area of Science is delivered in the Spanish language with the use of text, work books and activities in Spanish. Additionally, in Social Studies the students are given both materials in their native language as well as verbal support such as reading and re-reading instructions in Spanish, and providing students with vocabulary terms in their native language.

9. When students reach a level of proficiency on the NYSESLAT, they are transitioned into a monolingual class. Once in the monolingual classes, students take part in academic intervention services to render any additional support the student may need.

10. In order to better service the needs of our ELL students, we plan to implement a language immersion program in which students will be helped to learn the English language before transitioning them into a monolingual classroom or becoming a former ELL.

11. We currently do not plan to discontinue any programs or services at this time. However, at the end of the school year using exam results, teacher feedback, and student feedback some programs may be changed or dismantled.

12. Our ELL population is afforded equal access to all school programs and activities. They are given the opportunity to participate in all afterschool programs and activities such as ESS, sports clubs/intramurals, and City Year. To ensure they are given equal access all permission slips and notifications are printed and posted in English and Native languages. Students are also incorporated into school communities through common periods such as physical education and lunch. They are fully integrated into all rewards activities for the entire school community as well.

13. To provide instructional support some of the programs offered to ELLs include READ 180 which is an on-line program used to provide direct instruction in reading fluency and comprehension, Rosetta Stone is used to assist students with language acquisition through an on-line program students can access both in and out of the school building. In addition students also use 100 Book Challenge to offer students a large variety of texts at their independent level to improve and track reading and comprehension in school and at home. Other supports include materials offered in both English and Spanish such as Social Studies, Math, and Science textbooks and consumable workbooks. All of these supports are offered during the school day. To provide funding for these materials, programs, and supports the school has been awarded funding through Title III and has applied for additional funding through Title III Immigrant Funding Grants amongst other on-going grants.

14. Native language support is delivered in TBE classes through teacher and paraprofessional support including but not limited to oral discussion or explanations, translated materials, and activities or connections throughout daily lesson plans that incorporate student's native language and culture. In ESL classrooms native language support is given through materials and classroom discussion. Students are given opportunities to discuss or clarify information in their native language in order to be successful at required tasks. Teachers translate materials, test/quizzes in students native language in order to assist students in understanding materials. In addition, students are given translation dictionaries to assist with academic language while completing tasks.

15. All support given to ELLs is based on grade and age appropriateness. Students are given hi/lo books (high interest/low level) in order to ensure students grasp language while maintaining interest in the materials. Teachers are also trained and offered continuous professional development in incorporating new and successful techniques to improve instruction for ELLs.

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. Content is delivered in Math and English Language Arts in the English language with the supports of Spanish materials for students who require the additional support. The content area of Science is delivered in the Spanish language with the use of text, work books and activities in Spanish. Additionally, in Social Studies the students are given both materials in their native language as well as verbal support such as reading and re-reading instructions in Spanish, and providing students with vocabulary terms in their native language.

9. When students reach a level of proficiency on the NYSESLAT, they are transitioned into a monolingual class. Once in the monolingual classes, students take part in academic intervention services to render any additional support the student may need.

10. In order to better service the needs of our ELL students, we plan to implement a language immersion program in which students will be helped to learn the English language before transitioning them into a monolingual classroom or becoming a former ELL.

11. We currently do not plan to discontinue any programs or services at this time. However, at the end of the school year using exam results, teacher feedback, and student feedback some programs may be changed or dismantled.

12. Our ELL population is afforded equal access to all school programs and activities. They are given the opportunity to participate in all afterschool programs and activities such as ESS, sports clubs/intramurals, and City Year. To ensure they are given equal access all permission slips and notifications are printed and posted in English and Native languages. Students are also incorporated into school communities through common periods such as physical education and lunch. They are fully integrated into all rewards activities for the entire school community as well.

13. To provide instructional support some of the programs offered to ELLs include READ 180 which is an on-line program used to provide direct instruction in reading fluency and comprehension, Rosetta Stone is used to assist students with language acquisition through an on-line program students can access both in and out of the school building. In addition students also use 100 Book Challenge to offer students a large variety of texts at their independent level to improve and track reading and comprehension in school and at home. Other supports include materials offered in both English and Spanish such as Social Studies, Math, and Science textbooks and consumable workbooks. All of these supports are offered during the school day. To provide funding for these materials, programs, and supports the school has been awarded funding through Title III and has applied for additional funding through Title III Immigrant Funding Grants amongst other on-going grants.

14. Native language support is delivered in TBE classes through teacher and paraprofessional support including but not limited to oral discussion or explanations, translated materials, and activities or connections throughout daily lesson plans that incorporate student's native language and culture. In ESL classrooms native language support is given through materials and classroom discussion. Students are given opportunities to discuss or clarify information in their native language in order to be successful at required tasks. Teachers translate materials, test/quizzes in students native language in order to assist students in understanding materials. In addition, students are given translation dictionaries to assist with academic language while completing tasks.

15. All support given to ELLs is based on grade and age appropriateness. Students are given hi/lo books (high interest/low level) in order to ensure students grasp language while maintaining interest in the materials. Teachers are also trained and offered continuous professional development in incorporating new and successful techniques to improve instruction for ELLs.

16. To assist newly enrolled ELL students before the beginning of the school year, the Parent Coordinator and Parent Association create

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

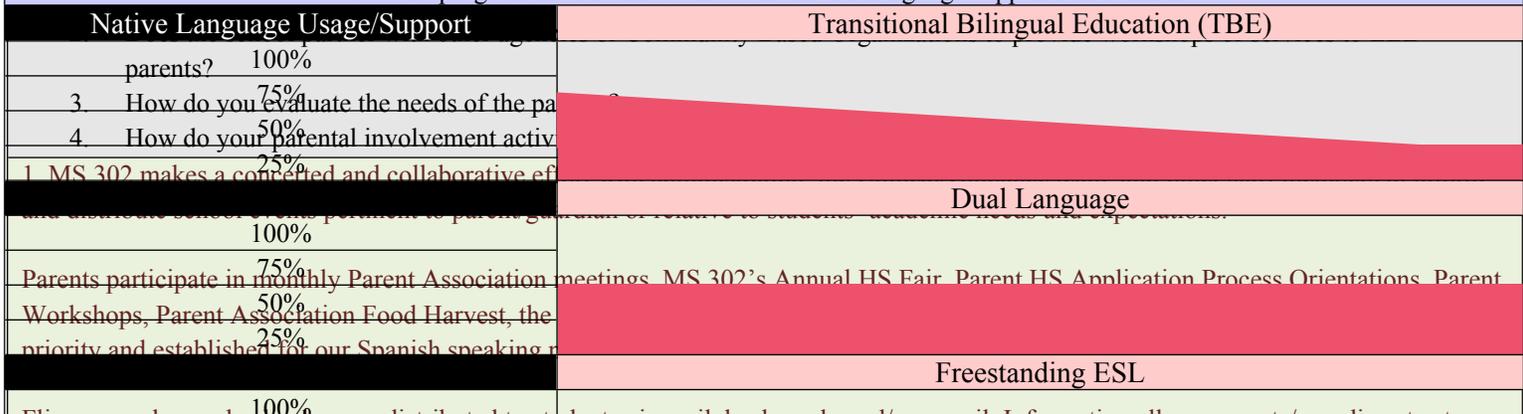
| | Beginning | Intermediate | Advanced |
|---|-----------|--------------|----------|
| C. Schools with Dual Language Programs | | | |
| 1. How much time (%) is the target language used for EPs and ELLs in each grade? | | | |
| 2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? | | | |
| 3. How is language separated for instruction (time, subject, teacher, theme)? | | | |
| 4. What Dual Language model is used (side-by-side, self-contained, other)? | | | |
| 5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)? | | | |
| Not Applicable | | | |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| 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. | |
| <p>1. ELL personnel at Middle School 302 receive professional development through various programs or pedagogues in and out of the building. All staff including Administration, content area teachers, secretaries, and the parent coordinator attend department meetings in which best practices and professional development workshops are turn keyed by individuals who attend outside workshops. The principal selects specific staff members to attend workshops held by the network to provide support for ELLs. After attending workshops, members of the school community turn key information based on what they have learned and its impact on the M.S. 302 community. Additionally members of the staff attend workshops offered by the UFT. They also return and offer professional development through lunch and learns and/or department meetings held once per month. Staff members are also trained on how to identify their own professional development to meet their individual needs through the ARIS website. These professional development programs include but are not limited to reviewing data as it relates to ELLs in the classroom, using and collecting data or training through ARIS, how to implement best practices in the ESL classroom, Inquiry Team findings and discussions based on the ELL population bi-monthly, and Common Planning to discuss best strategies in choosing appropriate vocabulary for ELLs.</p> <p>2. To assist staff as ELLs transition from elementary to middle and middle to high school, guidance counselors and social workers provide one to one on going assistance on a needs basis. Workshops are given to teachers on discussing appropriate High School settings that meet the needs of the students sitting in ESL, Bilingual, or receiving pull-out services.</p> <p>3. To address the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers), Administration has provided small group (common planning) meetings once per month to discuss the curriculum as it specifically relates to meeting the needs of the ELL population. In addition to common planning staff recieves professional development during department inquiry meetings on the third Monday of every month. During this time teachers and staff review student work and discuss best practices, data, and action plans in regards to their findings. In order to maintain records of professional development given, all attendees must sign-in on an attendance sheet which also includes the agenda from the meeting.</p> | |

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.



E. Parental Involvement

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

1. MS 302 makes a concerted and collaborative effort with administration, the Clinical/Guidance team, and other staff members to inform and distribute school events pertinent to parent/guardian or relative to students' academic needs and expectations.

Parents participate in monthly Parent Association meetings, MS 302's Annual HS Fair, Parent HS Application Process Orientations, Parent Workshops, Parent Association Food Harvest, the SLT, Parent Association Board and Parent/Teacher Conferences. Translation is always a priority and established for our Spanish speaking parents in all of our meetings, orientations, and workshops.

Fliers, agendas, and calendars are distributed to students via mail, back-pack, and/or e-mail. Information allows parents/guardians to stay abreast of school meetings, trainings, orientations, onsite and offsite as well as the Parent Bulletin Board.

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The following SES programs provide tutoring services to our students at home or in our school, Champion Learning Center, Education Online, Test Quest, 1 On 1 Academics, and ESS Afterschool Program. M.S. 302 offers ongoing recruitment through SES providers to our parents/guardians during monthly P.A. meetings, Parent/Teacher conferences, and parental conferences.

3. Parents articulate their wants and needs to the teachers, Social Workers, Administration, Parent Coordinator, and other staff personnel. Some of the concerns addressed include Anecdotal, Conference Logs and Telephone Logs. All records assist school staff in determining any pattern that needs to be addressed such as excessive bullying, low grades, truancy/punctuality, and/or a lack of organization skills.

4. There are many ways to address the needs of parents. MS 302 addresses the parental/guardian needs beginning with surveys at the start of the school year. Another way M.S. 302 addresses the needs of parents is through monitoring student behavior patterns as recorded in logs, meetings, and conversations. On a monthly basis, parents are given the opportunity to address their needs in a Parent Association meeting. Needs that are not addressed during these meetings are discussed and workshops are provided.

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?

B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

8. Content is delivered in Math and English Language Arts in the English language with the supports of Spanish materials for students who require the additional support. The content area of Science is delivered in the Spanish language with the use of text, work books and activities in Spanish. Additionally, in Social Studies the students are given both materials in their native language as well as verbal support such as reading and re-reading instructions in Spanish, and providing students with vocabulary terms in their native language.

9. When students reach a level of proficiency on the NYSESLAT, they are transitioned into a monolingual class. Once in the monolingual classes, students take part in academic intervention services to render any additional support the student may need.

10. In order to better service the needs of our ELL students, we plan to implement a language immersion program in which students will be helped to learn the English language before transitioning them into a monolingual classroom or becoming a former ELL.

11. We currently do not plan to discontinue any programs or services at this time. However, at the end of the school year using exam results, teacher feedback, and student feedback some programs may be changed or dismantled.

12. Our ELL population is afforded equal access to all school programs and activities. They are given the opportunity to participate in all afterschool programs and activities such as ESS, sports clubs/intramurals, and City Year. To ensure they are given equal access all permission slips and notifications are printed and posted in English and Native languages. Students are also incorporated into school communities through common periods such as physical education and lunch. They are fully integrated into all rewards activities for the entire school community as well.

13. To provide instructional support some of the programs offered to ELLs include READ 180 which is an on-line program used to provide direct instruction in reading fluency and comprehension, Rosetta Stone is used to assist students with language acquisition through an on-line program students can access both in and out of the school building. In addition students also use 100 Book Challenge to offer students a large variety of texts at their independent level to improve and track reading and comprehension in school and at home. Other supports include materials offered in both English and Spanish such as Social Studies, Math, and Science textbooks and consumable workbooks. All of these supports are offered during the school day. To provide funding for these materials, programs, and supports the school has been awarded funding through Title III and has applied for additional funding through Title III Immigrant Funding Grants amongst other on-going grants.

14. Native language support is delivered in TBE classes through teacher and paraprofessional support including but not limited to oral discussion or explanations, translated materials, and activities or connections throughout daily lesson plans that incorporate student's native language and culture. In ESL classrooms native language support is given through materials and classroom discussion. Students are given opportunities to discuss or clarify information in their native language in order to be successful at required tasks. Teachers translate materials, test/quizzes in students native language in order to assist students in understanding materials. In addition, students are given translation dictionaries to assist with academic language while completing tasks.

15. All support given to ELLs is based on grade and age appropriateness. Students are given hi/lo books (high interest/low level) in order to ensure students grasp language while maintaining interest in the materials. Teachers are also trained and offered continuous professional development in incorporating new and successful techniques to improve instruction for ELLs.

B. Programming and Scheduling Information--Continued

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16. To assist newly enrolled ELL students before the beginning of the school year, the Parent Coordinator and Parent Association create

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

C. Schools with Dual Language Programs

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

Not Applicable

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. ELL personnel at Middle School 302 receive professional development through various programs or pedagogues in and out of the building. All staff including Administration, content area teachers, secretaries, and the parent coordinator attend department meetings in which best practices and professional development workshops are turn keyed by individuals who attend outside workshops. The principal selects specific staff members to attend workshops held by the network to provide support for ELLs. After attending workshops, members of the school community turn key information based on what they have learned and its impact on the M.S. 302 community. Additionally members of the staff attend workshops offered by the UFT. They also return and offer professional development through lunch and learns and/or department meetings held once per month. Staff members are also trained on how to identify their own professional development to meet their individual needs through the ARIS website. These professional development programs include but are not limited to reviewing data as it relates to ELLs in the classroom, using and collecting data or training through ARIS, how to implement best practices in the ESL classroom, Inquiry Team findings and discussions based on the ELL population bi-monthly, and Common Planning to discuss best strategies in choosing appropriate vocabulary for ELLs.

2. To assist staff as ELLs transition from elementary to middle and middle to high school, guidance counselors and social workers provide one to one on going assistance on a needs basis. Workshops are given to teachers on discussing appropriate High School settings that meet the needs of the students sitting in ESL, Bilingual, or receiving pull-out services.

3. To address the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers), Administration has provided small group (common planning) meetings once per month to discuss the curriculum as it specifically relates to meeting the needs of the ELL population. In addition to common planning staff receives professional development during department inquiry meetings on the third Monday of every month. During this time teachers and staff review student work and discuss best practices, data, and action plans in regards to their findings. In order to maintain records of professional development given, all attendees must sign-in on an attendance sheet which also includes the agenda from the meeting.

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?

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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) | | | | | | | 9 | 13 | 16 | | | | | 38 |

| 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) | | | | | | | 8 | 11 | 16 | | | | | 35 |
| Advanced (A) | | | | | | | 26 | 21 | 8 | | | | | 55 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 45 | 40 | 0 | 0 | 0 | 0 | 128 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | 3 | 3 | 7 | | | | |
| | I | | | | | | | 8 | 10 | 5 | | | | |
| | A | | | | | | | 20 | 18 | 13 | | | | |
| | P | | | | | | | 12 | 13 | 20 | | | | |
| READING/ WRITING | B | | | | | | | 9 | 13 | 16 | | | | |
| | I | | | | | | | 8 | 11 | 16 | | | | |
| | A | | | | | | | 22 | 19 | 13 | | | | |
| | P | | | | | | | 4 | 1 | 0 | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 18 | 19 | 0 | 0 | 37 |
| 7 | 18 | 15 | 3 | 0 | 36 |
| 8 | 16 | 20 | 1 | 0 | 37 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 1 | 1 |

| 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 | 14 | 0 | 27 | 0 | 3 | 0 | 0 | 0 | 44 |
| 7 | 19 | 0 | 17 | 0 | 6 | 0 | 0 | 0 | 42 |
| 8 | 22 | 0 | 22 | 0 | 5 | 0 | 1 | 0 | 50 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

| NYS Science | | | | |
|-------------|---------|---------|---------|-------|
| Level 1 | Level 2 | Level 3 | Level 4 | Total |
| | | | | |

| | English | NL | English | NL | English | NL | English | NL | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-----|
| 4 | 10 | 0 | 18 | 0 | 7 | 0 | 0 | 0 | 35 |
| 8 | 63 | 0 | 75 | 0 | 0 | 37 | 0 | 0 | 175 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

| 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.

Paste additional information here

Part VI: LAP Assurances

School Name: M.S. 302

School DBN: 08X302

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------------|----------------------|-----------|-----------------|
| Liza Ortiz | Principal | | 12/1/01 |
| Latanya Gray | Assistant Principal | | 12/1/01 |
| Neida Villafane | Parent Coordinator | | 12/1/01 |
| | ESL Teacher | | 12/1/01 |
| | Parent | | 1/1/01 |
| Sarada Murchison/AIS | Teacher/Subject Area | | 12/1/11 |
| Albania Cabrera/BIL SPED | Teacher/Subject Area | | 1/1/01 |
| Elizette Estrella/ ELA | Coach | | 12/1/11 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |