



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HUNTS POINT MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08/BX/424

PRINCIPAL: DR. JOHN HUGHES

EMAIL: JHUGHES1@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. 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
John Hughes	*Principal or Designee	
Richard Sellatti	*UFT Chapter Leader or Designee	
Olandria Hackworth	*PA/PTA President or Designated Co-President	
Rose DeLeon	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, students in Grade 6 will demonstrate a 35 % increased proficiency rate in solving common core curriculum tasks related to ratios and proportional relationships as measured by the tasks available in the common core library.

Comprehensive needs assessment

Since we are transitioning to the common core curriculum, the Math Inquiry team decided to give students in all grades a baseline assessment using the common core tasks available in the common core library. Using this information, we established that there is a general weakness in proportional reasoning and to target the students in the 6th grade since they will need a strong foundation in proportional reasoning to carry over to 7th grade.

Instructional strategies/activities

- A baseline was administered in October to establish a goal.
- During weekly math Inquiry team meetings we will analyze strategies, trends and student performance through their work and discuss how to scaffold the tasks so that students will develop the skills to be able to complete the real word problems on the common core tasks.
- We have partnered with City Year to provide push in and pull out services to the pushable/slippable 2s.
- We instituted a 6 week after school and Saturday program targeting the lowest third of students to develop remedial skills in order to be able to complete the proportional reasoning tasks.
- We altered the organization of our math teachers to maximize the instruction and allow teachers to teach to their strengths. This included departmentalizing the 6th grade.
- We designated an inquiry goal of developing constructive math responses to increase student's fluency in relaying their critical thought pattern and will continue to discuss new strategies based on student outcomes throughout the year.
- We will monitor progress using classroom and acuity assessments as interim checkpoints including the administration of the common core tasks in the Spring.
- In June, we will re-administer the baseline assessment to identify exactly how much growth was made.
- In the Fall of 2012, we will use State Test Data to reevaluate instructional strategies and identify outcomes.

Strategies to increase parental involvement

- Plans are being developed to provide a workshop for parents to explain the common core and the city wide instructional expectations.
- We will expand a section on the M.S. 424 website to inform parents about the goal and links to other websites that might benefit their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development is made available to all tenured and non-tenured teachers to maintain teacher stability.
- Internal Staff makes recommendations for hiring Highly Qualified Personnel.

Service and program coordination

- The Math Inquiry Team, which includes 10 math teachers representing all grade levels and programs (6th, 7th, 8th, Algebra, CTT, Bilingual, and Special ED) and 1 educator, meet weekly during school hours.
- Saturday Academy
- Academic Intervention Services
- Dimension M

Budget and resources alignment

- Swp
- Title I



ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Students will demonstrate a 25% increased ability in expressing written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10: Writing Standard 1).

Comprehensive needs assessment

With the emergence of the Common Core curriculum, Team ELAtd revisited the goals for reading and writing for the students. Using the 100 Book Challenge assessment, a baseline writing piece and last year's ELA scores we decided to focus on nonfiction as a genre of study (reading, writing and word study).

Instructional strategies/activities

- We use the Teachers College Workshop Model for reading and writing. This model consists of: a focused min-lesson, group work, individual reading, paired reading, listening stations, read aloud work, guided reading, conferencing, modeled writing through mentor text, and extensive word study with an emphasis on grammar.
- We have partnered with Graham Windham and City Year for additional reading and writing support through one-to-one tutoring.
- We have created ELA through games to target specific word study challenges.
- We have created an after-school program targeting students that is reflective of student needs as revealed in our study of student work.
- We will continue to build on our reading program, tucking in social studies/science to support our nonfiction units of study.
- During Team ELAtd meetings we will analyze strategies, trends and student performance through their work.
- We will continue with our Skill of the Month and "Say Word" vocabulary enhancement.
- We will monitor student achievement through teacher generated examinations, mock exams, periodic assessments, and soft data (classroom conferencing).
- Technology will be linked with literacy through Dimension L and SMARTboard usage.

Strategies to increase parental involvement

- Parents are invited to partner with their children for 30 minutes of reading every evening using The 100 Book Challenge differentiated reading program.
- Parents are kept abreast of student reading through signing their child's log every evening.
- We will expand a section on the M.S. 424 website to inform parents about the goal and links to other websites that might benefit their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- When vacancies are available recommendations are considered from current staff members.
- Ongoing professional development for tenured and non-tenured teachers in order to continue to maintain teacher stability.

Service and program coordination

Team ELAtd is in its third year of implementation and is headed by the Assistant Principal. All of the English specialists sit on the team, along with a representative from Special Education, a sixth grade teacher, and a City Year Corp member.

Budget and resources alignment

- SWP
- Title I

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Chronically absent students, as identified by the Mayor's Every Student, Every Day program, will demonstrate a 1% improved attendance rate over the 2011-2012 school year.

Comprehensive needs assessment

- Attendance as documented by ATS.

Instructional strategies/activities

- The Attendance Team studies data looking for trends of student absence with an eye toward implementing stop-gap measures.
- Weekly meeting of the Attendance Team to identify at-risk students.
- Mr. Hattar, the Attendance Teacher, makes weekly home visits to targeted students.
- A member of the attendance team conferences with individual students using the RISA.
- Entice and entertain our early arrival students through sports initiatives.
- Have City Year posted out front to give morning cheer and salute students as they arrive.
- Develop an attendance plan to implement as blueprint for success.

Strategies to increase parental involvement

- Parent and Student Success Summits will recognize increased student attendance.
- Success Mentors (City Year New York members) will pair with targeted students, communicating with their families on a regular basis.
- Celebration of success through family breakfasts, assemblies and raffles.
- School messenger contacts parents of the students who are absent daily.
- We will expand a section on the M.S. 424 website to inform parents about the goal and links to other websites that might benefit their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- When vacancies are available recommendations are considered from current staff members.
- Ongoing professional development for tenured and non-tenured teachers in order to continue to maintain teacher stability.

Service and program coordination

- The attendance team consists of the Assistant Principal, the social worker, guidance counselor, IEP teacher, at-risk coordinator, the attendance teacher, a point person for the Mayor's Initiative and a City Year member.
- Mr. Nieves of South Bronx Mental Health provides counseling services for students and families who are chronically absent.

Budget and resources alignment

- AIDP

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Teachers will establish a “culture for learning” in their classrooms, in accordance with Danielson Domain 2.

Comprehensive needs assessment

- Learning environment survey from progress report.
- Student performance as indicated by our progress report.

Instructional strategies/activities

- CCLS team attends network related professional development that is then turn-keyed at grade level meetings and school-wide faculty meetings.
- Danielson rubric in relation to component 2B will be utilized by both administration and teachers.
- Teachers will engage in self assessment based on this domain.
- Check-in points will be evaluated monthly by CCLS team.
- All staff are vested in the work as well as City Year members.
- Teachers will be called on to volunteer to participate in the use of the classroom assessment tool used by the CCLS team.

Strategies to increase parental involvement

- Parent workshops offered to help parents understand common core, new standards and how it impacts instruction.
- Parental outreach is made through social workers, parent coordinator and school messenger.
- Parent/Teacher conferences
- Letters to home.
- We will expand a section on the M.S. 424 website to inform parents about the goal and links to other websites that might benefit their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- When vacancies are available recommendations are considered from current staff members.
- Ongoing professional development for tenured and non-tenured teachers in order to continue to maintain teacher stability.

Service and program coordination

- City Year Corp members push-in and pull out for tutoring in ELA and mathematics to support the classroom learning culture.

Budget and resources alignment

- FSF

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- Increased effectiveness of school inquiry teams.

Comprehensive needs assessment

- State testing data indicates that we need to make greater efforts to maintain 3s and 4s and move pushable/slippable 2s.
- Protocols for looking at student work.

Instructional strategies/activities

- Six to eight week cycle of unit preparation and looking at student work and achievement.
- Targeting pushable/slippable 2's, our bottom third and ELLs (identified groups).
- All staff and City Year point persons sit in on all Inquiry and help guide the inquiry process.
- Teachers are completely vested in the work and make all decisions around instructional next steps for students after following our protocol for looking at student work.
- Interim benchmarks using classroom assessments and acuity data (first review in December) to ensure strategies are impacting student learning. Revisions will be implemented as necessary.

Strategies to increase parental involvement

- We will expand a section on the M.S. 424 website to inform parents about the goal and links to other websites that might benefit their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- When vacancies are available recommendations are considered from current staff members.
- Ongoing professional development for tenured and non-tenured teachers in order to continue to maintain teacher stability.

Service and program coordination

- ELA/Math Intensive that fortifies classroom instruction and student academic intervention.

Budget and resources alignment

- ARRA

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	19	21	N/A	N/A	1	0	3	
7	33	50	N/A	N/A	2	0	2	
8	18	23	N/A	N/A	1	0	2	
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	We have Wilson reading for our emergent and struggling readers. City Year provides one-to-one tutoring and push-in classroom support. The Principal and his Assistant Principal coordinate an ELA Intensive program. Ms. Van Moore continues to drive our SETTS initiative. Classroom teachers also push in during their preparation periods to add needed academic support during the school day.
Mathematics	The Principal and his Assistant Principal coordinate a math intensive program. City Year also provides one-to-one tutoring and push-in classroom support. Classroom teachers also push in during their preparation periods to add needed academic support during the school day.
Science	Ms. Van Moore works with students one-to-one and in groups to help with science comprehension. Ms. Kelleher has an intern who works (daily) in small group and one-to-one with struggling students.
Social Studies	Ms. Van Moore works with students one-to-one and in groups to help with social studies comprehension.
At-risk Services provided by the Guidance Counselor	Ms. Jeannette Rivera is the Guidance Counselor who services 27 mandated students. These students are seen individually or in group.
At-risk Services provided by the School Psychologist	Ms. Marissa Rivera reviews student gains and deficits at scheduled EPCs. Information is disseminated and interpreted as needed.
At-risk Services provided by the Social Worker	Ms. Regina Agbanyo services 24 mandated students individually and in groups. She pushes in to provide whole class community building using the NYU Nesting model.
At-risk Health-related Services	Mr. Dominick Nieves services a number of students that need at-risk counseling. Mr. Nieves works through South Bronx Mental Health. Mr. Nieves counsels students one-to-one and in groups.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. M.S. 424 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher Conferences, and all school-wide events.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

Parents will participate in monthly PTA meetings, SLT and all sub-committees of all these bodies. Also they will attend Parent Teacher conferences, Bingo night, Orientation meetings for incoming 6th grade families, and workshops. These workshops will be of a variety of topics for the parents such introducing the State Standards and how the curriculum implements them in the classroom. Another topic is how the ARIS program can strengthen the home-school partnership. By setting up workshops with the IEP team discussing the upcoming evaluations process parents will be informed of their rights. Partnership with the Graham Windham After-School Program provides parents with free computer classes, free GED classes and ESL classes. When parents are informed they become better parents and a better support system for both their children and the school. Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents involve backpacking of notices, posting notices in and outside the building, mass phone messaging, and via email communications.

In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English, French, Arabic, and Spanish when available to take home to parents. The parent coordinator will provide parents with a monthly parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

M.S. 424 will conduct new PTA and SLT elections to be held in early October to elect a new board for both. The PTA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

HUNTS POINT MIDDLE SCHOOL SCHOOL/PARENT INVOLVEMENT PLAN

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. M.S. 424 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher Conferences, and all school-wide events.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

Parents will participate in monthly PTA meetings, SLT and all sub-committees of all these bodies. Also they will attend Parent Teacher conferences, Bingo night, Orientation meetings for incoming 6th grade families, and workshops. These workshops will be of a variety of topics for the parents such introducing the State Standards and how the curriculum implements them in the classroom. Another topic is how the ARIS program can strengthen the home-school partnership. By setting up workshops with the IEP team discussing the upcoming evaluations process parents will be informed of their rights. Partnership with the Graham Windham After-School Program provides parents with free computer classes, free GED classes and ESL classes. When parents are informed they become better parents and a better support system for both their children and the school. Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents involve backpacking of notices, posting notices in and outside the building, mass phone messaging, and via email communications.

In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English, French, Arabic, and Spanish when available to take home to parents. The parent coordinator will provide parents with a monthly parent newsletter, PTA flyers, monthly calendar and workshop flyers. Full school mailings may be conducted at least four times a year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

M.S. 424 will conduct new PTA and SLT elections to be held in early October to elect a new board for both. The PTA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact -**I. General Expectations**

M.S. 424-The Hunts Point Middle School agrees to implement the following statutory requirements:

- M.S. 424-The Hunts Point Middle School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- M.S. 424-The Hunts Point Middle School will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- M.S. 424-The Hunts Point Middle School will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- M.S. 424-The Hunts Point Middle School will involve the parents of children served in Title I, Part programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- M.S. 424-The Hunts Point Middle School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;
 - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those describe in section 1118 of the ESEA.

M.S. 424-The Hunts Point Middle School will inform parents and parental organizations of the purpose and existence of the Parent Information and Resource Center in the State.

II. Description of How School will Implement Required Parental Involvement Policy Components

1. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Hold Monthly Parent/Teacher meetings

- Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings

2. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Invite parents to participate in open houses to advocate for the school
- Whenever available, parents are invited to participate in school-wide events like informational workshops, book fairs, health fairs etc. in order to promote a family environment with staff and parents.

3. M.S. 424-The Hunts Point Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams), gang awareness workshop and ARIS computer workshops to help parents stay informed.
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.

4. M.S. 424-The Hunts Point Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. M.S. 424-The Hunts Point Middle School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,
- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams) gang awareness workshop and ARIS computer workshop to help parents stay informed
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.

- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- Parent coordinator will serve as a liaison between parents, school and the district. Responsibilities will include workshops, monthly newsletter; school-wide events i.e. book fairs and health fairs and collaborating with teachers to help promote any school events to parents. This will promote a family environment within the school community.

6. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other request, ad, to the extent practicable, in a language the parents can understand:

- Monthly packets are distributed to students and emailed to parents. Packet includes: monthly parent newsletter, school calendar, dates-to-remember, any/all information sent from the district office and more.
- Information is given out in English, French, Arabic and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by M.S. 424-The Hunts Point Middle School on 11/20/08 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part children on or before 1/02/09.

Part B: School Parent Compact School-Parent Compact:

M.S. 424-The Hunts Point Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

Required School-Parent Compact Provisions School Responsibilities:

M.S. 424-The Hunts Point Middle School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 17, 2009 and February 25, 2010.

3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Support Staff will develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.
- Parent coordinator is available to help parents with any immediate questions and/or concerns.
- Main office staff is composed of a bilingual staff readily available to assist with parent's questions and/or concerns.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.
- Parents can arrange classroom visits with their child's advisor and subject teacher.
- Parent coordinator is available to accept requests from parents regarding volunteer opportunities.

5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

6. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and ensuring that students are in school on time every day.
- Understanding that school uniforms are required to be worn by students daily.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title I, Part A representative on the school's Title I Policy Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.

School-Parent Compact

I. General Expectations

M.S. 424-The Hunts Point Middle School agrees to implement the following statutory requirements:

- M.S. 424-The Hunts Point Middle School will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- M.S. 424-The Hunts Point Middle School will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- M.S. 424-The Hunts Point Middle School will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- M.S. 424-The Hunts Point Middle School will involve the parents of children served in Title I, Part programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- M.S. 424-The Hunts Point Middle School will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - d. that parents play an integral role in assisting their child’s learning;
 - e. that parents are encouraged to be actively involved in their child’s education at school;
 - f. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those describe in section 1118 of the ESEA.

M.S. 424-The Hunts Point Middle School will inform parents and parental organizations of the purpose and existence of the Parent Information and Resource Center in the State.

II. Description of How School will Implement Required Parental Involvement Policy Components

1. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Hold Monthly Parent/Teacher meetings
- Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings

2. M.S. 424-The Hunts Point Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Invite parents to participate in open houses to advocate for the school
- Whenever available, parents are invited to participate in school-wide events like informational workshops, book fairs, health fairs etc. in order to promote a family environment with staff and parents.

3. M.S. 424-The Hunts Point Middle School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams), gang awareness workshop and ARIS computer workshops to help parents stay informed.
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.

4. M.S. 424-The Hunts Point Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. M.S. 424-The Hunts Point Middle School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement,

- Monthly workshops are provided on a variety of topics like ELA and Math workshops (preparing for the Exams) gang awareness workshop and ARIS computer workshop to help parents stay informed
- Partnership with Graham Windham provides parents with free computer classes, free GED classes and ESL classes.
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- Parent coordinator will serve as a liaison between parents, school and the district. Responsibilities will include workshops, monthly newsletter; school-wide events i.e. book fairs and health fairs and collaborating with teachers to help promote any school events to parents. This will promote a family environment within the school community.

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- Information is given out in English, French, Arabic and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by M.S. 424-The Hunts Point Middle School on 11/20/08 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part children on or before 1/02/09.

Part B: School Parent Compact School-Parent Compact:

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Required School-Parent Compact Provisions School Responsibilities:

M.S. 424-The Hunts Point Middle School will:

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 - Support Staff will develop a close relationship with students and their families. They will be available to consult parents as to the progress of their child.
 - Parent coordinator is available to help parents with any immediate questions and/or concerns.
 - Main office staff is composed of a bilingual staff readily available to assist with parent's questions and/or concerns.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are always needed as chaperones for trips and/or other school functions. Parent outreach will be made by the staff to request parent participation in much of the school events.
 - Parents can arrange classroom visits with their child's advisor and subject teacher.
 - Parent coordinator is available to accept requests from parents regarding volunteer opportunities.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and ensuring that students are in school on time everyday.
- Understanding that school uniforms are required to be worn by students daily.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district whether received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Title I, Part A representative on the school's Title I Policy Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X424 **School Name:** The Hunts Point School

Phase: Improvement Year 1

Category: Comprehensive

Intervention: School Quality Review (SQR)

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.

Our school underwent a Quality Review during the 2009-2010 School Year, receiving a rating of "Well Developed". We did not undergo a Quality Review last year. Our findings regarding issues causing our school to be identified as SINI:

We did not achieve necessary Annual Yearly Progress in either Mathematics or English Language Arts (all grades/all students). Findings and challenges include:

- Poor performance of Special Needs students and English Language Learners, which total more than half of our population
 - Large numbers of over-aged students
 - A budget cut of more than \$500,000 over the past year
 - A poverty level of almost 100%.
 - Lowering of the cut scores
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.
 - Increased Academic Intervention Services during the school day, as allowed by budgetary restraints.
 - Network support in Wilson Reading for ELA
 - After school/Saturday programs
 - Increased focus on data-based differentiation of instruction
 - Continued training in the implementation of the Common Core standards in preparation for the implementation of Education Law 3012c
-

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.
 - Continued training of teachers in the implementation of the Common Core standards
 - Professional development in the implementation of the Danielson model in accordance with NYCDOE policy.
 - Use of consultants from Heart of Change, Inc., assisting teachers in the improvement of instruction
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Utilization of network and outside resources in teacher training
 - Peer training, intervisitation and observation
 - Other techniques and methods as recommended by NYSED as part of the SINI process

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.
 - Letter sent to parents in their native language
 - Parent meetings and workshops
 - Availability of school instructional and administrative staff
 - Other techniques and methods as recommended by NYSED as part of the SINI process

**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	District 08	Borough Bronx	School Number 424
School Name The Hunts Point School MS424			

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

Principal Dr. John Hughes	Assistant Principal Sonya Johnson
Coach type here	Coach type here
ESL Teacher Bryan McGuinness	Guidance Counselor Jeannette Rivera
Teacher/Subject Area Juana Jaime/Bilingual Math	Parent type here
Teacher/Subject Area Isabel Quinones/IEP Teacher	Parent Coordinator Wanda Cabrera
Related Service Provider type here	Other
Network Leader Elmer Myers	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	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	397	Total Number of ELLs	80	ELLs as share of total student population (%)	20.15%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls their child in our school, they sit down with the ESL coordinator (licensed pedagogue in charge of the LAB-R test) and the parent coordinator. The parent coordinator is used as a translator to make sure that the parent or guardian understands how to fill out the HLIS. If the parent or guardian cannot speak English or Spanish, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of their admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using the provided transparency to check against the cut off scores before it is sent to the ISC. Spanish-speaking students, who are tested but are unable to answer any questions, or score below the advanced level, are placed in the bilingual class unless the parent chooses a different program. Students who score at the advanced level on the LAB-R are encouraged to be placed in a monolingual class with ESL services, but ultimately it is the decision of the parent. The Spanish LAB is administered to students whose home language was identified as Spanish on the HLIS within ten days of entry into the school. Students who pass the LAB-R test are not flagged as ELLs and do not receive language services.

Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they are able to pass. The ESL teacher, bilingual teacher, and other licensed pedagogues administer the exam. Only the students who show up on the RLER list on ATS are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and testing coordinator group students according to grade level and testing modification. The speaking portion of the test is entirely administered by the ESL coordinator, one student at a time. The remaining three portions of the test are administered by the ESL coordinator, bilingual teacher and other licensed pedagogues, chosen based on scheduling flexibility.

Parents are invited to information sessions on the different ELL programs available in the school, hosted by the ESL coordinator. The sessions are available in the native language, and parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language by mail. The parent coordinator and ESL coordinator make sure that parents return the parent surveys and program selection forms and that they attend information sessions. At the information sessions, parents are able to read brochures in their native language which describe the different programs available (TBE or free-standing ESL). They also watch an information DVD describing the program choices in English and their native language. The parent then completes and turns in their completed parent survey and program selection form to the ESL coordinator. The ESL coordinator keeps the original copy and the parent coordinator keeps a copy of these forms as well as the placement letters and entitlement letters. The ESL coordinator and parent coordinator also notify parents when a student could be transitioned from bilingual to monolingual classes with ESL. This is usually based on a student's test scores on the NYSESLAT. The final decision is up to the parent. These meetings and conversations with parents are translated by the parent coordinator (for Spanish-speaking parents) and other translation services are available if necessary for other languages. Spanish-

speaking students who do not return the parent choice form are placed in the bilingual class as per their LAB-R scores. Our school does not have a dual language program. Although a trend has begun, in which parents want to move their students out of the bilingual program mid-year, there has been no decision to dissolve the program because there are enough parents who request a bilingual setting for their children. Nevertheless, if more parents start to choose self-contained ESL for their children, we might accommodate them by creating self-contained ESL classes in each grade.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							5	10	15					30
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							18	12	6					36
Push-In														0
Total	0	0	0	0	0	0	23	22	21	0	0	0	0	66

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	17
SIFE	5	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	16

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

ELLs by Subgroups										
	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	Total

ELLs by Subgroups										
	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	Total
TBE	27	3	0	1	0	0	2	0	0	30
Dual Language										0
ESL	22	1	3	14	1	10	14	0	4	50
Total	49	4	3	15	1	10	16	0	4	80

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							5	10	15					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	5	10	15	0	0	0	0	30

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	11	6					36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	1						3
Haitian														0
French								1	3					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	21	14	9	0	0	0	0	44

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

TBE (heterogeneous, ungraded): At our school there are two ELL instructional models in place. There is one transitional bilingual class (TBE) for beginner and intermediate students in all grades (6-8). Students in these classes receive some content area instruction from other teachers in English (i.e. social studies, science, ESL), but math is taught by their homeroom teacher in Spanish and supplemented by AIS. Students are taught math in both Spanish and English (as well as 8th grade science). Spanish is used to help transfer knowledge from the first language to the second language (English). The school year begins with students receiving the majority of their math instruction in Spanish (approximately 75%) and ending with students receiving only around 25% of their instruction in their native language. (ESL 360 min/wk; NLA 90 min/day)

ESL Pull-out (heterogeneous, ungraded): There is one ESL teacher who provides services for all ELLs in the school. ESL is programmed into their schedule when their homeroom classes are receiving ELA instruction. Groups were arranged around the school's program schedule, but most students only miss ELA classes to have ESL. There are 8 scheduled groups that meet each week, each with approximately 3 to 17 students. There is one larger group in each grade (8 in 6th, 15 in 7th, 17 in 8th) for beginner and intermediate students and those with less than 3 years in the country. The other five groups are smaller (between 3 and 9 students), and they are comprised mostly of advanced, intermediate, long-term and special education students. The native language is only used in order to get one-on-one support. The pull-out program has an emphasis on improving vocabulary and reading and writing fluency. Differentiated instruction is implemented in both the bilingual class and ESL pull-out classes in order to provide the best possible support to our ELLs. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and the writing process are present in all program models to enrich language development. (ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

Students in the bilingual class receive the mandated 360 minutes per week of ESL instruction per week for beginning and intermediate ELLs. In order to keep these ELLs on track in content area classes, these students do not receive explicit NLA instruction, but they do receive it through some of their content area subjects (i.e. math). The 8th grade ELL science class has 2 teachers, the main teacher delivering instruction in English and the second teacher supplementing the instruction in Spanish. 6th and 7th grade ELL science classes are all in English, but the content is supported and supplemented by instruction in their ESL classes. ELL social studies instruction is delivered entirely in English, but the instruction is also supported and supplemented by the ESL teacher during their scheduled ESL classes.

All ELLs receive at least 180 minutes of ESL instruction per week, which fulfills the advanced students' mandate for ESL. Beginner and intermediate students who have less than 3 years of ESL services are pulled out for additional ESL periods to fulfill the 360 minutes of mandated ESL instruction. A small portion of students, mainly long-term beginner and intermediate ELLs who once tested as advanced, are not currently being fully serviced. They receive partial services (180 minutes per week) because of high student-teacher ratio, spatial constraints and scheduling issues. There is only one licensed ESL teacher in the school to deliver ESL instruction. All ELLs outside of the bilingual class receive direct ELA instruction, and all ELLs in all programs, grade levels and proficiencies receive the required amount

A. Programming and Scheduling Information

of instructional time in all content areas.

SIFE students, as well as other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. Programs such as Rosetta Stone and HeadSprout are used for foundational English skills and literacy development. ELLs placed in monolingual classes who have been receiving services for less than six years are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for these ELLs is to achieve an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. All students with ESL services indicated on their IEPs are served as per their IEP. Students who have bilingual instruction indicated on their IEPs are assigned alternate placement paraprofessionals. Most of our ELLs with special needs are placed in ESL groups with general education students. However, there is one group of long-term beginner ELLs with IEPs. This class focuses mainly on the writing process and vocabulary building.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:	Spanish			
Science:				

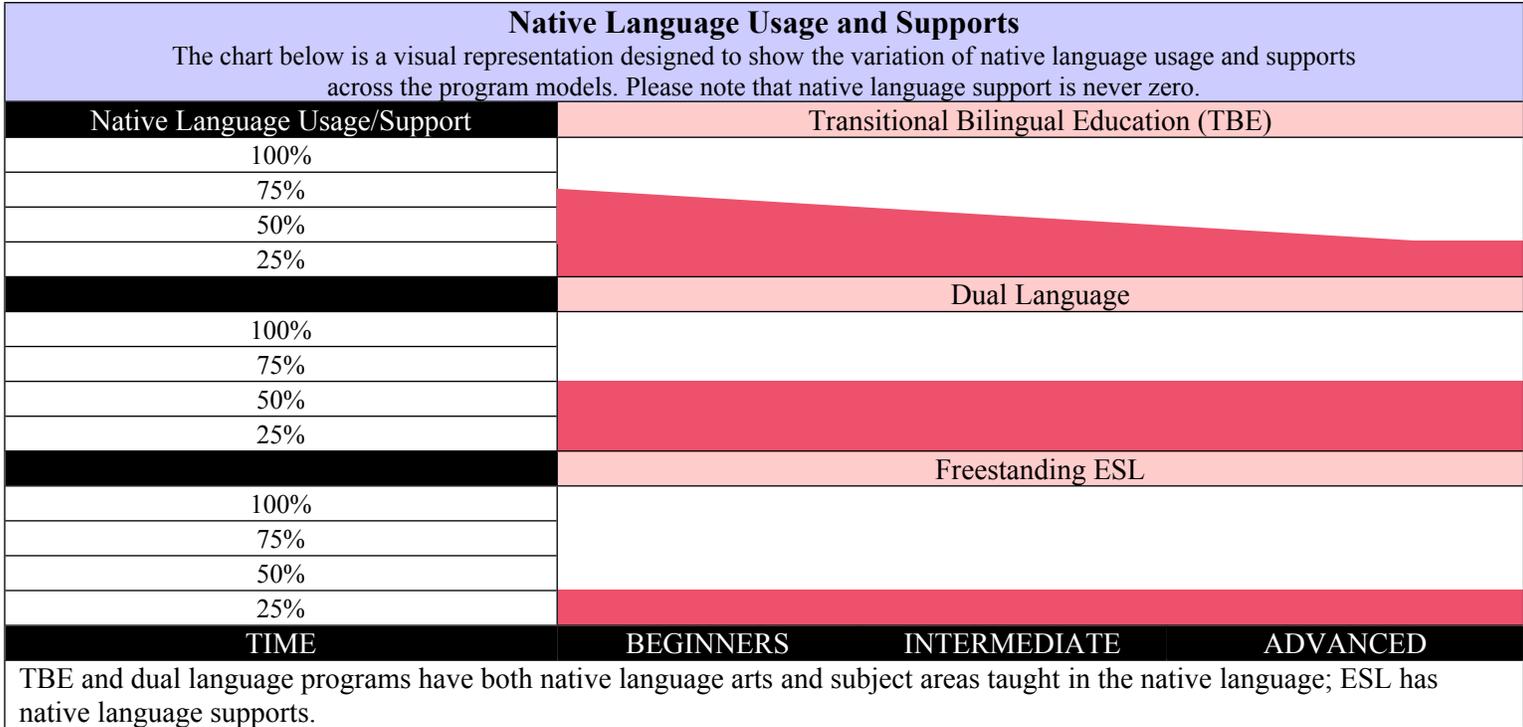
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE/DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

For the time being, the plan for next year is to keep the bilingual and ESL programs in place. However we are open to considering different organizational options, but this mainly depends on the numbers of students who enroll in each type of program, as per parent request. The ESL program was successful in placing the majority of ELLs in one seventh and eighth grade class to improve instruction and organization, but we are trying to come up with a way to screen incoming ELLs before the school year starts to create an ELL class in the sixth grade as well. Having all general education ELLs in the same monolingual class in each grade would maximize the efficiency of both pull-out and push-in models, and allow for flexibility and more individualized attention within the program. More academic interventions and programs for ELLs will also be investigated for next year, specifically for the bilingual class. All ELLs are eligible for and encouraged to join the non-school based enrichment programs hosted at our school by CityYear and Graham-Windham.

AIS (pull-out Academic Intervention Services) is available for ELLs in ELA, math and all other content areas. It is available for ELLs in Spanish for all subjects, but we are unable to service students with other native languages. Many of the students who are pulled out for AIS services throughout the day are ELLs. CityYear also runs an after school tutoring program that services many of our ELLs. The ESL

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.
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AIS (pull-out Academic Intervention Services) is available for ELLs in ELA, math and all other content areas. It is available for ELLs in Spanish for all subjects, but we are unable to service students with other native languages. Many of the students who are pulled out for AIS services throughout the day are ELLs. CityYear also runs an after school tutoring program that services many of our ELLs. The ESL coordinator acts as a personal liaison with City Year and encourages newcomer ELLs to join the program in order to take advantage of the additional language and academic support that is offered. ELLs who reach proficiency on the NYSESLAT are closely monitored for the continuation of language support, but do not explicitly receive ESL services. These students are granted testing accommodations (extended time) on state exams for two years after they have scored proficient on the NYSESLAT.

All students in the school (ELLs included) are involved in the 100 Book Challenge program. All classrooms, including the ESL and bilingual classes, now contain SmartBoards and are used on a daily basis to enrich instruction and cater to different learning styles. There are two internet-linked computer labs (desktop and laptop), one of which is available at request for all classes. Laptops are also available to be brought into the classroom to assist instruction. Bilingual and ESL groups both have the privilege to use this facility to facilitate their instruction insofar as the instructor has put in a request. ELLs are able to participate in the Dimension-M (math) and Dimension-L (literacy) game programs. Each student is able to bring home a CD with the game that helps them with math and literacy skills through repetition in a video game format. They are also being targeted as a subgroup to participate in the HeadSprout program that focuses on literacy skills, such as reading comprehension. This is also available to students from their home computers, and parents are also given access to monitor student progress. Beginner students in both monolingual and bilingual classes use Rosetta Stone software to help build a foundation in English, especially oral fluency. The bilingual class has the following native language materials: math, science and social studies textbooks (by grade), Spanish reading books, Spanish dictionaries. They also have bilingual glossaries for math, science and social studies. Pull-out ESL groups use graded ESL textbooks and workbooks (Scott Foreman) for sixth, seventh and eighth grade. French and Arabic dictionaries have also been purchased on an individual basis for ELLs from West Africa and the Middle East. Currently there are no language electives available at our school for any students and we offer no activities specifically for ELL students before the beginning of the school year.

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)?

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.

The ELL personnel at our school (bilingual and ESL instructors) are informed of and encouraged to attend the various professional development opportunities offered throughout the year (i.e. Bronx BETAC). In addition, the testing coordinator has raised awareness of the school's ELLs through both the Math and ELA Inquiry Teams, focusing on ELLs in both subject areas and working with a team of teachers to evaluate data and determine the best practices and strategies to serve the population. The testing coordinator and assistant principals (who also head these Inquiry Teams) disseminate this information at grade level and content area teacher meetings, which are held regularly.

The parent coordinator, ESL coordinator and bilingual teacher are responsible for organizing and implementing specific professional development opportunities for all staff. This informs our teachers and related staff to of available programs and best strategies that may be helpful in the classroom. All teachers will also be encouraged to attend ELL training outside of the school, which may be arranged at any point in the year.

The guidance counselor at our school is bilingual and capable of assisting all ELLs in choosing an appropriate high school. They are supported throughout the process by counselors and also their ELL providers (bilingual and ESL instructors). They are informed of the kinds of ELL programs available in high school and what is to be expected as they transition to ninth grade.

E. Parental Involvement

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

Our bilingual parent coordinator works with our ESL teacher and bilingual IEP specialist to address the needs of ELLs' parents. Spanish-speaking staff are always available for translation services during meetings with parents and if necessary, translation services for other languages are available. Parent meetings with the parent coordinator, ESL coordinator, guidance counselor and IEP specialist are encouraged to address any issues that parents may have. Information sessions for program placement are available for the parents of newly arrived ELLs. Also, the parent coordinator and ESL coordinator have planned for development programs for the parents on how to facilitate their child's acquisition of English through both academic and recreational activities that involve reading or math (i.e. cooking at home). Parent needs are measured by the official school survey, which has an excellent return rate, as well as the parent survey distributed with the initial entitlement letter. After-school and Saturday programs are offered, and workshops take place to show parents how these programs are integral to the academic success of their children. Currently no outside agencies or Community Based Organizations are used to provide services or workshops specifically to ELL parents.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	11	14					31
Intermediate(I)							5	8	8					21
Advanced (A)							16	7	2					25
Total	0	0	0	0	0	0	27	26	24	0	0	0	0	77

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	9	1		18
7	16	2			18
8	11	2			13
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7		9		6				22
7	4	6	6	3	2	0			21
8	5	8	2	5	0	1			21
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	5	4	1				
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:

Additional Information

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

Part VI: LAP Assurances

School Name: <u>MS 424</u>		School DBN: <u>08X424</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Hughes	Principal		11/30/11
Sonya Johnson	Assistant Principal		11/30/11
Wanda Cabrera	Parent Coordinator		11/30/11
Bryan McGuinness	ESL Teacher		11/30/11
	Parent		
Isabel Quinones	Teacher/Subject Area		11/30/11
Juana Jaime	Teacher/Subject Area		11/30/11
	Coach		
	Coach		
Jeannette Rivera	Guidance Counselor		11/30/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X424 **School Name:** The Hunts Point Middle School

Cluster: 6 **Network:** 07

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.

Translation and interpretation services are provided to the parents based on the languages reported through the home language survey, registration paperwork, blue emergency cards, and the ATS report RHLA (home language aggregation report.) Upon entering the school building there is a Language Poster posted on the wall by the sign in desk. If needed, the parent can point out their native language on the poster. While registering their children parents fill out the Home Language Survey indicating the language spoken at home. In addition, when parents fill the Blue Address Cards they check off which language they want to receive information in. There is also a copy of the Language Identification Card in each registration packet in case it is needed. The information compiled is used to identify the languages needing translation services. We will also use L.I.S Interpretation.

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.

In our school's population, Spanish is the major language in need of translation. We also have one family of each of the following languages: French, Wolof, Arabic, Fulani and one Twi speaking family. Data compiled is disseminated to the staff via memo and e-mail format. Each administrator and teacher were advised on the language spoken at home in case contact was required during the school year.

Part B: Strategies and Activities

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

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

The school will provide oral interpretation via school staff (e.g. teacher, secretary, school aides and parent coordinator.) When an appointment is set up, translation is also set up for the parent. If the parent walks in there is enough staff that can provide the translation services. If needed, oral interpretation can be conducted via the phone from the Translation & Interpretation Unit.

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Hunts Point Middle School 424	DBN: 08X424
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Hunts Point Middle School has been experiencing an increase in the number of new immigrants from not only the Caribbean but the African population as well. We have one ESL teacher servicing 74 students in grades 6, 7 and 8 spanning over 10 languages. Our school is faced with the difficult task of opening the channels of conversational and instructional communications with students speaking Spanish, French, Arabic, Fulani, Ligala, Wolof, Mossi, Djoula, Soninke and Malenke. We are utilizing the Rosetta Stone software purchased last year and a series of translation websites to support our efforts to increase communications with many of the students, but some of these languages do not have a written form. With so many languages to support, it is becoming difficult for a single ESL teacher to manage the demands and achieve our goals.

At the Hunts Point Middle School we would like to leverage the power of technology to move new immigrants to fluency. Pearson's ELLIS product is designed to equip students with real-world language skills in a private learning environment. The products multimedia lessons emphasize practical dynamic language skills to help students succeed in all subjects.

Upon researching the product, it appears the Pearson ELLIS product was purchased for this district several years ago. As a result, the Hunts Point Middle School has the opportunity to upgrade its lifetime license and implement ELLIS to support the new immigrants arriving in our community. This product can be activated and installed within the ESL classroom environment for direct, supplemental and group collaboration support. In order to implement this solution, the ESL classroom would need to be outfitted with the Pearson SuccessMaker server, laptop storage cart with 10-12 laptops, headsets and cameras. This would ensure the dedicated availability of the equipment for a supplementary ESL program.

The program would be implemented after school for one hour, two days per week. The ESL teacher will monitor their progress in the program. The ELLIS program will help prepare our ELLs for the NYSESLAT test, the ELA test and other content area standardized tests that require English skills. ELLIS will directly provide speaking, listening, reading and writing instruction to benefit students who are taking the NYSESLAT and will need to achieve proficiency in these modalities. ELLs will be able to make gains on the ELA test with this software as well. The program involves a "watch, learn, practice, perform" approach to English in which students watch videos, receive explicit vocabulary and grammar instruction, practice the skills independently and then are assessed through a game or activity on the computer.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Pearson will include professional development training for all teachers impacted at the school site. Prior to the implementation of the ELLIS technology-based intervention software, all participating teachers and staff will attend two full-day training programs that will help teachers better utilize the instructional tools within the program. The professional development sessions will focus on specific program features and courseware content that will assist teachers in using a wide range of decision-making tools. The initial two-day training session will cover:

- Video-based language modeling;
- Student controlled video and audio playback;
- Voice recording and playback;
- Technology for individualized instruction and assessment;
- Reports for intervention and program monitoring;
- Curriculum content to address specific state standards.

A follow-up one-day workshop will help ensure achievement of goals and objectives. Additionally, teachers will have access to on-demand web-based presentations on various aspects of ELLIS. Teachers can complete online sessions before-school, after-school and during the school day.

Part D: Parental Engagement Activities

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

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

Begin description here:

Family involvement is critical to language learning. There are several community programs available to school students and their families. We want to strengthen School Improvement efforts by extending the use of the ELLIS program to these same new immigrant families. We will work with our Parent Association and after-school programs to provide further learning opportunities for students and their

Part D: Parental Engagement Activities

families through these programs to address the great diversity of the ELL population and increase our ability to communicate with these families effectively. The ESL teacher will hold the meeting for the parents, who will be notified by automatic message (School Messenger).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)	3595	ELLIS Essentials Software (6)
Travel		
Other	7425	- ESL teacher laptops, projector and peripherals (\$1423) - ELLIS Installation (\$1600) - Pearson Training (\$3400) - 6 Pearson license support (\$1002)
TOTAL	11020	The additional funds for server, student workstations and peripherals to support the ELLIS program were submitted for request through the

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Title III Part A Immigrant Funds FY12 Application.