



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** ONE WORLD MIDDLE SCHOOL @ EDENDWALD

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11x529

**PRINCIPAL:** PATRICIA WYNNE

**EMAIL:** PWYNNE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE

**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
Patricia Wynne	*Principal or Designee	
Thersea Middleton	*UFT Chapter Leader or Designee	
Desra Govia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Moneish Cummings	Member/	
Nicole Stroud	Member/	
Carmen Berry	Member/	
Michael Berry	Member/	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2012, the overall attendance rate of the entire student body in grade 6 at One World Middle School will be 96%**

### **Comprehensive needs assessment**

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

We are a new school that opened its doors to students in September of 2011. Attendance is one of our top priorities as a school. According to [greatschools.com](http://greatschools.com) "...attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities." As a school community we are dedicated to ensuring our students have high attendance rates.

### **Instructional strategies/activities**

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

September thru June – this is an ongoing process

- September-- Classroom teachers as well as attendance teacher target students on ARIS with attendance less than 96% for prior year. Attendance teacher will monitor and principal will meet with student and parent and create a contract and goal for child
- Parent Meet & Greet that took place in June, September and November, February, will stress the importance of attendance
- Attendance teachers will monitor attendance monthly for patterns and trends
- To continue the use of systems and structures developed – School Messenger will contact the parents of students who are absent and/or late each day
- Parents' Newsletter will emphasize the importance of attendance and will feature the up to date attendance statistic for the school

including the homeroom with the highest attendance

- Attendance will be discussed at the monthly PTA meetings
- Monthly meetings with the attendance committee to review the attendance of specific students and create action plans for students whose attendance falls below 96%
- Morning CHAMPS program for students to encourage them to come to school early
- More than two lateness's per week will result in detention on Friday after-school to make up time and work missed (See Chancellor's Regs B04 – intervention method)
- Excessive absences will result in visits from attendance teacher and parent meetings
- Attendance will be discussed and reviewed in monthly "Developing the Whole Child Sessions" to brainstorm various strategies and incentives to encourage a high attendance rate
- Student incentives are created for high attendance rates
- To develop a consistent date scheduled for Perfect Attendance Assemblies, where incentives are awarded monthly in an effort to celebrate improved student attendance and punctuality.
- Attendance will be discussed in advisory so students understand the importance of attendance in school life and career life (Advisors will ask for weekly updates on attendance)
- Continue to display a Monthly Perfect Attendance Bulletin Board.
- Awards for Perfect Class Attendance /Punctuality
- Maintain and review log of phone calls made and letters sent to parents to evaluate improvement in attendance and lateness
- Compare unit assessments of students who have attendance 96% and above vs. students whose attendance falls below 96%

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- PTA Meetings with a pinpoint on attendance
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
  - Parent Contracts

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

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

<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"> <li>Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.</li> </ul> <p>School Messenger to call home of students who are absent and/or late</p>

**ANNUAL GOAL #2 AND ACTION PLAN**

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

<p><b>Annual Goal #2</b></p> <ul style="list-style-type: none"> <li>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</li> </ul> <p><b><i>80% of students will show progress in effectively using evidence to support arguments in ELA from September until June</i></b></p>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"> <li>Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.</li> </ul> <p>“The Common Core State Standards for English Language Arts &amp; Literacy adopted by NY state is in place in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The standards build on the foundation laid by states in their decades-long work on crafting high-quality education standards. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.” In order to prepare our students for high school and the world beyond, tasks will be created school-wide to ensure a high-quality education. The tasks created will be Common Core based and tracked to show progress of students.</p>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"> <li>Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:             <ol style="list-style-type: none"> <li>strategies/activities that encompass the needs of identified student subgroups,</li> <li>staff and other resources used to implement these strategies/activities,</li> <li>steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the</li> </ol> </li> </ul>

strategies/activities,  
d) timeline for implementation.

- Teachers will develop 3 ELA Common Core-aligned tasks that incorporate opportunities for students to conduct research and use supporting evidence –including task-specific supports for English Language Learners and Students with Disabilities
- Professional Development on surfacing the gap – understanding where students are, where they need to be and how will they get there
- Teachers are being led by an educational consultant that is working with them on CCLS/Units of Study
- Literacy Coach will lead staff in developing units outlines developed using the Understanding by Design (UBD) framework, aligned to CCLS Standards
- Teachers will be introduced to Universal Design of Learning model and use this research based model to create standards based ELA tasks
  - Teachers meet 2 days per week to discuss students who are struggling and students who need enrichment. Teachers will use this information to plan for students individually (using CCLS) in order for them to show progress in using evidence based arguments in ELA
- Create opportunities through our Service Learning Curriculum for students to use their voice to make change. Within the curriculum students will focus on using evidence to support the ideas and/or claims (Writing letters, debates...)
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments
- Teachers meet weekly in Common Planning meetings to assess student work and plan lessons that demand evidence to support claims
- Teachers meet monthly in Faculty Conference & Grade Team Meeting to develop and modify the 6 Trait Writing to assess the use of evidence to support a claim
- Teachers meet once weekly in Inquiry Team (**DEVELOPING RUBRIC**) to analyze student work and create instructional strategies that will improve writing
- Student after-school six week clinics to improve in areas of struggle (3 times per year)

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Principal has established a 3-day interview process

- Principal has established an interview rubric to which all candidates are held to
- Mentors are assigned to support teachers

Strategies to become highly qualified:

- Utilize the book Rigor is Not a Four Letter Word by Barbara R. Blackburn in a Study Group to assist teachers in creating rigorous tasks that are evidence based
- Purchased Junior Great Books which is an evidence based reading and writing program
- Staff will take part in 2 full days of PD on Junior Great Books in addition to one-on-one consultations

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

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Utilize the book Rigor is Not a Four Letter Word by Barbara R. Blackburn in a Study Group to assist teachers in creating rigorous tasks that are evidence based
- Purchased Junior Great Books which is an evidence based reading and writing program
- Staff will take part in 2 full days of PD on Junior Great Books in addition to one-on-one consultations
- Network provided Professional Developments on CCLS

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Junior Great Books Program materials
- After-school materials consumables to be used during extended day
- Junior Great Books full day PD's in addition to one-on-one consultations
- CCLS specialist to work on Curriculum Development and Unit Planning according to CCLS
- Part-time literacy coach
- Teacher per session (2 day clinics) for six-week periods
- Teacher per session (one time per week for additional curriculum and inquiry work)

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, 80% of students will make progress on a Common Core aligned Math task where students will be asked to demonstrate and effectively communicate their mathematical understanding.

#### **Comprehensive needs assessment**

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

“The Common Core State Standards for Math adopted by NY state is in place in order to help ensure that all students are college and career ready in Math no later than the end of high school. The standards build on the foundation laid by states in their decades-long work on crafting high-quality education standards. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.” In order to prepare our students for high school and the world beyond, tasks will be created school-wide to ensure a high-quality education. The tasks created will be Common Core based and tracked to show progress of students.

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

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

September thru May 2011

**Scheduling** – Create opportunities (Common Planning Time, Lunch and Learn, Inquiry time) for staff to meet and plan CCLS tasks and to analyze student work in order for students to meet their goal

Purchase of Singapore Math Program which appears frequently in the research used to arrive at the Common Core State Standards.

Pilot **A**ssessment and **L**earning in **K**nowledge Spaces (ALEKS) is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions.

Teachers will develop 3 Math Common Core-aligned tasks (October, February and May) that incorporate opportunities for students to conduct research and use supporting evidence

Unit outlines developed using the Understanding by Design (UBD) framework, aligned to CCLS Standards

Professional development for staff on Universal Design for Learning (UDL) – a research based framework

Professional Development on Surfacing the Gap (October)– understanding where students are, where they need to be and how will they get there. Use this process throughout the year

Teachers meet 2 days per week to discuss students who are struggling and students who need enrichment. Teachers will use this information to plan for students individually (using CCLS) in order for them to show progress in using evidence based arguments in Math

Teachers meet weekly in Common Planning meetings to assess student work and plan lessons that demand evidence to support claims. Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support

Teachers meet monthly in Faculty Conference & Grade Team Meeting to develop and modify tasks integrated into Math Units

Teachers meet once weekly in Inquiry Team (**DEVELOPING RUBRIC**) to analyze student work and create instructional strategies that will improve

Scheduled time in math class for problem solving

Staff will be trained in providing regular formative feedback for problem solving (Formative Feedback for Problem Solving, NCDPI Accountability Services) (throughout the school year)

January -- Staff will align the Common Core Task with the three principles of UDL; providing options in representation, action/expression, and engagement.

Each Common Core-Aligned Task is accompanied by a variety of instructional supports, including:

- Pre-Assess
- Culminating performance tasks
- Unit Plan using Understanding by Design

Coach/New Teacher Mentor will meet with grade team members to offer guidance around use of Universal Design for Learning (UDL) principles for each task

### Additional assessments and learning activities (e.g. initial, formative assessments)

- Student after-school six week clinics to improve in areas of struggle (3 times per year)

### Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Utilize the book Rigor is Not a Four Letter Word by Barbara R. Blackburn in a Study Group to assist teachers in creating rigorous tasks that are evidence based
- Professional Development @Hunter College with Singapore Math Consultants (September)
- Two Day professional development on CCLS in Math with Math Solutions (Marilyn Burns)
- Mentors are assigned to support teachers
- Principal has established an interview rubric that all candidates adhere to

**Service and program coordination**

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

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - After-School Program materials (consumable)
  - full day PD's in addition to one-on-one consultations (Singapore Math)
  - CCLS specialist to work on Curriculum Development and Unit Planning according to CCLS
  - Teacher per session (2 day clinics) for six-week periods
- Teacher per session (one time per week for additional curriculum and inquiry work)

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	85	49	80	30	10	N/A	N/A	N/A
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<b>AIS – push in services 2x per week to work with struggling students</b> <b>Small group after school clinics using research based programs</b> <b>Wilson Program</b>
Mathematics	<b>AIS – push in services 2x per week to work with struggling students</b> <b>Small group after school clinics using research based programs</b> <b>Singapore Math</b>
Science	<b>AM Shared Science Club</b>
Social Studies	<b>Planning of Social Studies Club</b>
At-risk Services provided by the Guidance Counselor	<b>At Risk Groups/conflict management both male and female</b> <b>Individual At-Risk Counseling</b>
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	<b>Collaboration with Montefiore</b>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Jose Ruiz</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>529</b>
School Name <b>One World Middle School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>MS. Patricia Wynne</b>	Assistant Principal <b>type here</b>
Coach <b>Suada Paljevic</b>	Coach <b>type here</b>
ESL Teacher <b>Theresa Middleton</b>	Guidance Counselor
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Elmer Myers</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. School Demographics

Total number of students in school	<b>118</b>	Total Number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>10.17%</b>
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## Part II: ELL Identification Process

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

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

One World Middle School is a new school opening its doors as of September 2011. The school will eventually house grades 6-8. As this is the first year, all students are sixth graders and have transferred into the school. Each year the school will add a grade until it contains a 6th grade, a seventh grade and an eighth grade. At the present time, we have a total of 12 ELLs. As our student population increases and if we get students who are entering the NYC public school system for the first time, we will follow appropriate DOE ELL identification procedures. The Home Language Identification Survey (HLIS), required of parents/guardians at registration for new students, identifies those students that qualify to be tested using the Language Assessment Battery-Revised (LAB-R) within ten days of registration. The administrations of the HLIS and the initial screening is conducted by the ESL teacher, Theresa Middleton. The ESL teacher will interview and assist the parent with completing the HLIS. A translator will be provided for student and parent if one of our staff members can't serve as a translator for their native language. If a language other than English is indicated then an informal oral interview in English and in the native language is done with the student to determine English language proficiency. If based on the informal interview student is dominant in another language, the LAB-R is administered by the ESL teacher mentioned above to determine ELL eligibility. Entitlement letters are sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Letters are distributed one week prior to the meeting and reminder letters are distributed two days before the meeting.

Spanish speakers will be tested with the Spanish LAB if they qualify for services based on the LAB-R results. We would offer an ELL parent orientation within the 10 days of student registration. In the Parent Orientation, they view the DOE ELL Parent Orientation DVD in their home language. This will inform them of the NYC DOE ELL programs. Brochures (translated if needed) are also distributed further explaining the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. The ESL teacher will read the questions on the survey to the parents. Parents complete the survey and program selection forms, also available in their home languages. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for Parents who select a Transitional Bilingual (TBE) or Dual Language program we inform them of their options. We will explain that the number of students needed across two grades to open a TBE. We will offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Those who do not attend receive written notices and phone calls. They are invited to meet one-on-one with an E.S.L. staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ELL services. We will obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT, administered annually in the Spring. The scores are reviewed to plan and differentiate our instructional program for our ELLs. A copy of all these parent letters is filed in a binder. As stated earlier, all of our ELLs were transfer students. All of them came to our school as entitled ELLs. We did not get any newcomers, therefore we did not have an ELL orientation session.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		1	3		1	6		2	12
<b>Total</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>12</b>

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	
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							12							12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## 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?

One World Middle School is a new school opening its doors as of September 2011. The school will eventually house grades 6-8. As this is the first year, all students are sixth graders and have transferred into the school. Each year the school will add a grade until it contains a 6<sup>th</sup> grade, a seventh grade and an eighth grade. The students are in heterogeneous classes. The classes are organized in teams. Each team consists of one teacher who focuses on English Language Arts and Social Studies (Humanities) and another teacher that focuses on Math and Science. The other subjects are subjects are taught by cluster teachers. We also have one self-contained Special Education 12/1 class. English Language Arts and Math classes are set up in 90 minute blocks.

ESL strategies is provided during the Humanities period in which the students are placed in groups based on their proficiency level achieved on the LAB-R and/or NYSESLAT. Language objectives are then developed and taught through content area material in whole and small groups for the mandated segments of time (360/180). Students are given activities to build prior knowledge on the specific subject being addressed. Content vocabulary is previewed in English and skills are pre-taught based on the instructional outcomes outlined in the content unit. Sentence structures as well as graphic organizers are used to help outline the information and to teach organizational techniques that support comprehension. SIFE students are being emersed in the basics of the English Language during their small group time. They also receive academic intervention services to support their learning and to facilitate a safe learning environment. Newcomers are receiving language support from the ESL teacher and the classroom teacher as well. They are being introduced to project based learning with clear learning outcomes identified. The classroom teachers are using differentiation to scaffold lessons and address the needs of the students. Long-Term Ells are receiving their mandated sessions with the ESL teacher. Their instrucion is being tailored through project based instruction by both the ESL teacher and the classroom teacher to make their learning more authentic in order to meet the instructional outcomes that have been set in the content units as well as their ESL goals. Project based learning also allows the students to learn from each other and practice their reading, writing, speaking and listening skills in a safe and structured environment put in place to educate the whole child. Students with IEP's requiring ELL's service receive services through a push-in and push-out model depending on the IEP.

### 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:			
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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

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

## 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?

Paste response to questions 8-17 here Programming and Scheduling Information--Continued

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The Balanced Literacy approach is used during the ESL and ELA instructional time in order to develop literacy skills through a number of activities. Standards based instructional materials are provided to all of our ELLs to ensure literacy development. Instructional materials are provided on different reading levels. Glossaries are provided in the native language as well as instructional and trade books to support lessons.

ELL teachers employ Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and social studies, often using themes. Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences as stated in ESL Standard 5. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Audio enhancement is employed by teachers in classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom. Also, an Inquiry Team is in place and has been formed to examine data and implement best practices based on research to a select group of E.S.L.

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the Periodic Assessment based on preset criteria, and is a measure of English language proficiency. The New York City ELA and Math Simulations and Acuity tests are administered during the school year to all students, including ELLs, in grade 6. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These three assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening- speaking and reading -writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instruction opportunities to meet academic standards. Lastly, in order to develop the whole child, various interest clubs are offered to all our students on a rotating basis during the school day. In addition, Service Learning Projects, Education through Music, Generation On and Afterschool Sports Clubs.

## 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.
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### 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)?

Paste response to questions 1-5 here

### 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.

#### Professional Development and Support

Teachers of ELLs hold the appropriate teaching certificates and use their knowledge of research based concepts to foster students' language acquisition. To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities. Records of meetings are maintained and include an agenda of topics covered and sign-in sheets for each professional development offered. During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. Guidance counselors, the parent coordinator, and secretaries receive training and continued assistance on ELLs policies.

### 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?

#### Parental Involvement

All parents will be invited to our Family Literacy and Math Workshops which will be held in the evenings, to support them in helping their children at home. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. Some workshops will assist parents of ELLs specifically in navigating the resources in the school and community. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups.

## Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		4		3				8
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

**Data Analysis**

In analyzing the data patterns across proficiency levels and grades on the NYSESLAT, the information reveals that the students continue to demonstrate gains from grade to grade. As students continue to take the NYSESLAT, more students are moving to the Intermediate, Advanced and Proficient levels.

In order to determine instructional decisions, we have assessed the students using the Periodic Assessment geared towards ELL's, we have also assessed students using PM Benchmark Assessment, the ALEKS program as well as Study Island.

**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.

As stated previously we are a NEW school that started this September 2011. We currently have an enrollment of 117 students, 12 students are identified as ELL's. We are a school of reflection and revision and plan to implement and assess the aforementioned strategies.

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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
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## Part VI: LAP Assurances

School Name: <b>One World Middle School</b>		School DBN: <b>11x529</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Wynne	Principal		10/27/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Theresa Middleton	ESL Teacher		10/27/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Suada Paljevic	Coach		10/27/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 11x529      **School Name:** One World Middle School

**Cluster:** 2      **Network:** 607

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

**Part A: Needs Assessment Findings**

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

We are a new school that opened its doors to parents in September of 2011. We held a June 'Meet and Greet, a summer orientation as well as a September 'Meet the Parents'. During this time we used surveys to assess our school's written and oral needs. In addition, we also assessed the oral needs of parents in order to have translation available. We continue to collect data on our parents needs in order for them to receive information in a language they can understand.

Our classroom teachers communicate to administration (during orientation as well as PTC) which parents are non English speakers and need oral interpretation regarding their students.

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

The assessment of our written and oral interpretation needs revealed that ten percent (10%) of our parents speak Spanish. At the present time, we have two staff members who speak Spanish. Hence, parents are sent written correspondences and provided oral communication in their language. The community is informed of their rights to translation services via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the staff.

## Part B: Strategies and Activities

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

We have support who contribute to the written translation of correspondence for Spanish speaking parents/guardians. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCBOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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

Our Spanish speaking parents consistently receive oral translations during Parent Orientation meetings, and conferences through our support staff teachers. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues.

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>.

As described above, our school has oral and written translation services for our highest percentage representation of parent/guardian home languages, as well as other lower incidence languages. We reach out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents. Presently parents rely on adults or relatives for language and interpretation services if they choose.