



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:**

**JOHN D. WELLS JHS 50**

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

14/K/050

PRINCIPAL: DENISE JAMISON

EMAIL:

SUPERINTENDENT:

09-20-2013

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

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Denise Jamison	*Principal or Designee	
Joel Garcia	*UFT Chapter Leader or Designee	
Maribel Rodriguez Jessica Blank	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.  
Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- *School leaders should conduct a thorough analysis of student achievement trends and modify the CEP with the close involvement of the School Leadership Team (SLT). With the support of the Network or other external expertise, the school should address weaknesses in the instructional program to assure that AYP targets are met. (JIT p. 6)*

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- The School Leaders will conduct a thorough quarterly analysis of student achievement trends and present the documented analysis to the School Leadership Team, resulting in quarterly reflective evaluations of respective correlations to the schools’ instructional programs, modifications to the CEP as needed with focus on progress towards the AYP targets and the school wide instructional goals.

**Instructional strategies/activities**

**Activity 1**

- Publish the AYP targets as per the NYS Report Card
- The quarterly analysis will be conducted by October 31<sup>st</sup>; January 31<sup>st</sup>; March 31<sup>st</sup>; and May 31<sup>st</sup>.
- The presentations to the SLT will occur within the month following the date of the quarterly analysis. The data to be analyzed will include the results from the 2013 state exams in ELA and Math; baseline assessments in September 2013; curriculum and interim assessments in all core content areas; and local measures of student learning.
- Data will also be collected and analyzed from AIS; MSQI; and Extended Day to direct the instructional support provided through these programs.
- Trends will be noted for all students, each grade and each subgroup and shared with all faculty members.
- The quarterly analysis will be presented and discussed at the content area meetings to direct instructional planning.
- Develop and utilize a template for “findings and next steps” in classroom instruction based on the ORID method of data analysis.

**Activity 2**

- Administration will create an observation schedule to conduct targeted and frequent observations to insure that the instructional “next steps” are being implemented.

**Activity 3**

- Teachers will form interdisciplinary teams to create content area alignments and practices that are instructionally supportive, i.e., writing across the content areas based on common core literacy standards; academic vocabulary instruction.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Meeting with SLT
- Teacher team meeting
- School cabinet
- AYP data analysis

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

- *The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS learning Standards. Curriculum contents should align with the new NYS p-12 Common Core Learning Standards in ELA and literacy and mathematics to prepare for implementation in school year 2012-2013. The school's curriculum should be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development. (JIT p. 2)*

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- 100% of the ELA and math teachers will implement a NYCDOE endorsed core curriculum program for all students in grades 6-8, incorporating unit and lesson plans that are aligned to the CCLS coherent curriculum; introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.
- 100% of the science and social studies content area teachers will implement curricula that are aligned to CCLS; NYS content standards and NYC Scope and Sequence.

### **Instructional strategies/activities**

#### **Activity 1**

- All ELA and math teachers will collaborate to become more familiar with the ELA Codex curriculum and the Pearson Connected Mathematics Program (CMP3).

#### **Activity 2**

- All social studies and science teachers will develop unit plans and lesson plans aligned to the CCLS; NYS standards and NYC Scope and Sequence in collaboration with network instructional specialists.

#### **Activity 3**

- Scheduling teacher team meetings for common curriculum planning time.
- Professional development for creating unit plans based on Understanding by Design (UbD) in the content areas as needed.

#### **Activity 5**

- Incorporate the practices of examining student work; using formative and summative assessments; using CCLS aligned rubrics and NYS content area aligned rubrics.

#### **Activity 6**

- Supervisors will conduct informal and formal observations to insure that the curriculum is being implemented and that effective instructional practices are being used and to provide actionable feedback for continuous improvement of teacher effectiveness as per the new teacher evaluation and development system.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Common planning time - **Tax levy; per session; extend the Wednesdays to 5:00 PM for the months of September and October.**  
**Faculty conference time**

**Activity 4**

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- 
- Curriculum mapping professional development
- Teacher observations

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Teachers should include **higher order questions** in the lesson planning process to ensure that academic rigor is incorporated into classroom discussions. School leaders should request Network support to assist in a PD initiative to incorporate synthesis, analysis, comparisons, summaries, and higher order thinking strategies into lesson planning and delivery structure. (JIT p. 4)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

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

- 100% of the core content teachers will incorporate: questions, opportunities for student to student discussion, and academic tasks that require higher order thinking in their unit and lesson plans.

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

##### **Activity 1**

- Professional development will be given by October 30<sup>th</sup> on how to include higher order thinking tasks in unit and lesson plans. Teachers will engage in discourse and study of **Component 3b – Using Questioning and Discussion Techniques** to come into a common understanding of “effective” and “highly effective” practice in this competency.

##### **Activity 2**

Explore the NYCDOE core curriculum materials (Code X and CM) to identify effective instructional practices and strategies; as well as recognize higher order questions; opportunities for student discussion and rigorous academic tasks in order to insure that students are engaged in analysis, synthesis, comparisons, and higher order thinking.

##### **Activity 3**

- During Grade level teacher meetings teachers will share best practices and develop strategies that were effective with their students.

##### **Activity 4**

- Supervisors will conduct informal and formal observations to insure that the curriculum is being implemented and that effective instructional practices are being used and to provide actionable feedback for continuous improvement of teacher effectiveness as per the new teacher evaluation and development system.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Teacher team meetings
- AP feedback
- Professional Development calendar

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

*The school leadership should establish a School Against Violence in Education (SAVE) room and provide appropriate staffing that will effectively support students with interventions that do not interrupt learning. (JIT p.6)*

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- The school will continue the implementation of school-wide programs (PBIS and Advisory) to decrease the number of detentions and suspensions by at least 5%.

**Instructional strategies/activities**

**Activity 1**

- Develop and implement student Advisory program
- Continue and improve PBIS program
- Develop Guidance Counselor Programs that target high-risk students, hold-overs, and truant students.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Advisory and PBIS training
- Guidance Counselor professional development

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- *Most written communication between the school and parents is offered only in English. The school was unable to produce a copy of the monthly newsletter in Spanish and English. (JIT p. 7)*

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

X  6.2 Welcoming environment                      \_\_\_ 6.4 Partnerships and responsibility

X  6.3 Reciprocal communication                      \_\_\_ 6.5. Use of data and families

**Annual Goal #5**

- 100% of monthly parent newsletter and all school notices will be distributed in both Spanish and English.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Translation services

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Tiered Reading comprehension instruction Tiered vocabulary instruction	Small group service Pull-out and push-in Teacher directed and student directed	Service is provided during school day
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 their property;
- Try to resolve disagreement or conflicts peacefully;
- Resist the urge of using personal technology in the school without the authorization of the school personal;
- Show respect for the school community by not cursing, pushing, hitting, fitting, bullying, name calling, intimidating others and sagging my pants;
- When interacting with my peers I will not use any sexual gestures or inappropriate language;
- Never bring in to the building any type of weapons under any circumstance;
- Always try my best to learn and succeed.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 /	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>050</b>
School Name <b>JHS 50</b> <b>The Williamsburg Middle School</b>			

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

Principal <b>Denise Jamison</b>	Assistant Principal <b>William H. Lemos</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Olwen Abergas &amp; Sue Fen Kao</b>	Guidance Counselor <b>Marilyn Sostre</b>
Teacher/Subject Area <b>James Whitaker, ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jason Warren, ELA</b>	Parent Coordinator <b>Jahaira Rodriguez</b>
Related Service Provider <b>C. Geasor, Speech Teacher</b>	Other <b>type here</b>
Network Leader	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>2</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>343</b>	Total Number of ELLs	<b>78</b>	ELLs as share of total student population (%)	<b>22.74%</b>
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## Part II: ELL Identification Process

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

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

1. When a student registers at the school, the parent is provided with the HLIS form. If the student is coming from another NYC school, the exam history is examined to determine the student's needs. If the student is new to the public school system, the certified ESL teacher, Mr. O. Abergas or Ms. S. Kao, conducts an interview with the child and the family to determine the language proficiency. If needed, the family worker, Ms. M. Nieves, or the parent coordinator, Ms. J. Rodriguez, will provide translation support to the ESL teacher. If the student has never taken the NYSESLAT, the student is given the LAB-R by the certified ESL teacher within the 10 mandated days. This process is conducted to all new students throughout the school year. The Spanish LAB is administered by the bilingual teacher Ms. M. Brito. Annually, the results from the NYSESLAT test are viewed to determine which students need to continue in the program. If a student achieves advanced status, the child may be moved out of the bilingual program into the free standing ESL program. The results are also used to determine which level the student belongs at.
2. To ensure that parents understand all three program choices, there is an orientation meeting where a video and materials are presented. The parents of students who have English limited proficiency and speak Spanish are presented with the choice of the transitional bilingual program or the free standing ESL program both of which are offered at our school. The Dual Language program is offered at other schools. Students of languages other than Spanish are offered all three programs. Those students who choose to stay in our school are placed in the free standing ESL program because our bilingual program is only offered in Spanish. Our non-Spanish speaking parents have opted to stay and participate in the free standing ESL program.
3. Entitlement letters, parent survey and program selection forms are distributed to parents upon registration and are returned when the child completes the registration process. All of our forms have been returned immediately.
4. The students who speak languages other than Spanish are placed in our free standing ESL program. Those with Spanish speaking backgrounds are placed according to parent selection into either the free standing ESL program or the transitional bilingual program.
5. After reviewing the parent survey and program selection forms for the past few years, we conclude that the trends have been that 100% of the students who have received bilingual instruction in elementary school continue to choose bilingual instruction in the middle school. 100% of the newcomers who speak Spanish select the transitional bilingual program. 100% of the students who have been receiving ESL services during their elementary school years continue to choose the free standing ESL program during their middle school education.
6. Both the free standing ESL program and the transitional bilingual program offered at our school are aligned with parent request.

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

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

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	11
SIFE	54	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	11

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	55	51	2	12	3	5	11	0	4	78
<b>Total</b>	<b>55</b>	<b>51</b>	<b>2</b>	<b>12</b>	<b>3</b>	<b>5</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>78</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**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							11	15	23					49
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>11</b>	<b>15</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>49</b>

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. The organizational model for our transitional bilingual program is departmentalized. Students receive NLA and Social Studies from one certified bilingual teacher, Ms. M. Brito. In addition, they receive math and science from another certified bilingual teacher, Mr. L. Moran. For students in the free standing ESL program, there is a combination of push in and pull out programs. The ESL teacher co-teaches with the ELA teachers. (Ms. Atkins in grade 6 and Mr. Whitaker in grade 8) seven grade students receive the services from the pull out program.

1. b. Bilingual students follow the block model, traveling together as a heterogenous group of mixed proficiency levels. One class is ungraded with a combination of 6 and 7 grade students and the other class is only for eight grade students. ESL services to our bilingual students are offered in homogenous grouping according to their proficiency level of beginners, intermediate or advance.

The free standing ESL program also follows the block model by grade for students in general education. Students are grouped heterogenously, with mixed proficiency levels. For students in self-contained classes a heterogenous pull out program is offered.

2. a. Our bilingual students receive ESL services 300 minutes per week. The free standing ESL program provides our beginners and intermediate students with 360 minutes per week because of the block scheduling. Our advance students receive additional ESL instruction time above their 180 minutes. Our two certified ESL teachers ensure that the mandated number of minutes are provided to all students in each program.

3. The content area instruction for the bilingual program is offered both in English and Spanish following the 60% in English and 40% in Spanish. The native language arts curriculum is aligned with the ELA curriculum with special emphasis on differentiated instruction with ESL methodologies. The free standing ESL program is offered in English aligned with the ELA curriculum. Native language glossaries are used in the free standing ESL program. When possible same language peer grouping is facilitated. Additionally, differentiated instruction and flexible grouping occur in the classroom. Visuals are also used in math, science, and social studies. During the pull out ESL program the teacher supports the acquisition of academic vocabulary and concepts in the content areas.

4. Our bilingual students receive NLA instruction where formative and summative assessments are conducted in Spanish. In addition they take the ELE test to determine Spanish comprehension of the Spanish language. All the NYS tests are administered in Spanish.

5. a. ESL teachers confer with the ELA teachers to ensure that SIFE students are identified. Once this has been done, a review of data which includes and it not limited to the NYSELAT, NYS ELA test, interim assessments and teacher's formative assessments, is done. Instruction is differentiated to address the individual learning needs of the students. Some of the students identified as SIFE receive counseling and SIFE students with IEPs receive additional assistance from the SETSS services, CTT services, or are serviced by a self-contained classroom teacher as detremined by the IEPs.

b. Thus far all of our newcomers are in the transitional bilingual program. A breakfast program is offered to them to assist them in acquiring the social language and acclimating to the school envioroment. Students also participate in the 37 1/2 minutes after-school program with ESL teachers. Students also have the opportunity to participate in the SES program, Edison Learning. These programs provide academic tutoring in a small setting. Additionally, students who will be taking the ELA test participate in an after-school program designed to provide them with reading and writing stategies aligned with requirements for the ELA test.

c. For our ELL students (4-6 years) we provide the following services: The ESL teacher confers with all content area teachers to identify individulaized strength and needs of students. Further analysis of NYSELAT modalities' results guides the ESL/ELA instruction. Some

## A. Programming and Scheduling Information

of these students receive SES services.

- d. An analysis of the data indicates that most long-term ELL students are in self-contained classes or are SIFE students. The ESL and ELA teachers confer and plan instruction based on the student's IEP.
6. ESL and content area teachers use a range of multi-level materials including the use of technology, visual aids, graphic organizers, math manipulatives and realia to provide access to academic content area and accelerate English language development.
7. Curriculum is aligned to the general education grade appropriate standards, but differentiated to meet the diverse needs of the students. Students' learning modalities are addressed by diverse instructional strategies that are modified according to IEP needs.
8. The targeted intervention program for all ELL sub-groups has been described above and are offered in English.
9. To continue the two year transitional support to former ELL students proficient on the NYSESLAT, the students are grouped with current ELL students to continue to receive ESL instructional strategies through push in support by the certified ESL teacher.
- 10-11 At this time budget constraints prevent the consideration of new initiatives. However, no programs will be discontinued to ELL students.
12. All ELL students have access to all school programs such as: basketball, band, robotics, community-based organization, and Regents programs.
13. Our ELL students have access to the Rosseta Stone Language Program, bilingual content area glossaries, and classroom libraries in their native language. Google Translator is used to enable teachers and students to communicate more effectively.
14. In our TBE program students receive 180 minutes of native language support through instruction. As mentioned for the ELL students the use of glossaries and peer partnering support the native language.
15. Services and resources are age and grade level appropriate for all of our ELL students.
16. There are no current opportunities provided for enrolled ELL students before the beginning of the school year.
17. The school offers Spanish as a language elective.

### 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

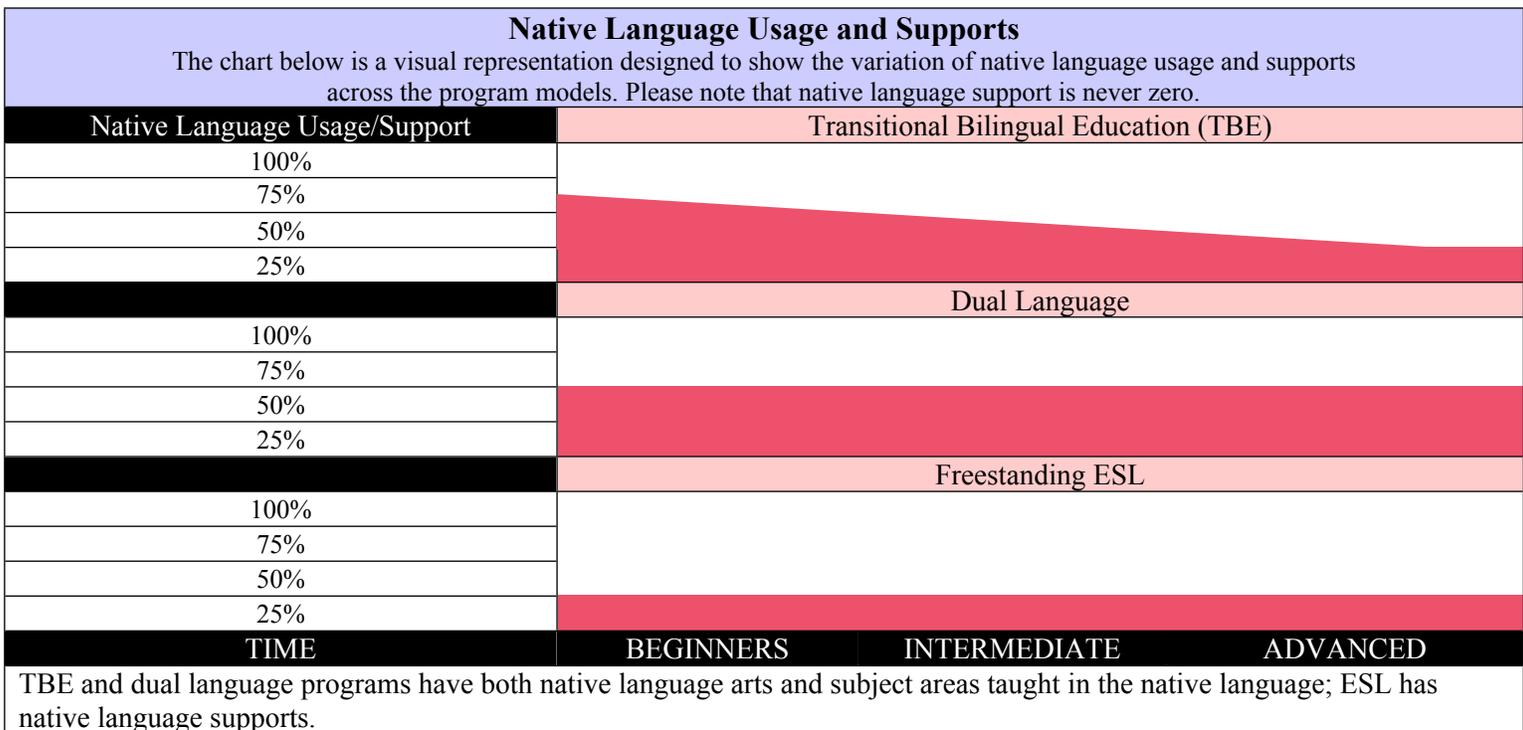
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



**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?

### 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.

1. Our ESL teachers and some of our ELA teachers have participated in city-wide ESL conferences . Opportunities for curriculum mapping and common preparation meetings are provided to all teachers of ELL students. All teachers are receiving professional development in the Common Core State Standards as we progress through the school year. Several of our ELA and content area teachers are advancing their knowledge of ESL methodologies by attending post-graduate programs and some are pursuing ESL certification.

2.

3. The ESL teacher confers with content area teachers to share and develop instructional practices on a weekly basis. In addition, some of our faculty conferences and common preparation meetings are devoted to expose our faculty to ESL methodology.

### E. Parental Involvement

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

1. Every year the parents of all ELL students are invited to an orientation meeting where the programs are explained.
2. The school partners with El Puente to provide workshops to ELL parents such as GED, ESL, and social programs.
3. The parent coordinator conducts informal surveys and interviews with the parents in order to assess their needs. Additionally, parents meet with the ESL teachers and needs are addressed and identified.
4. The parent coordinator offers workshops designated to assist parents of ELL students. There is also a Math Night for parents. Parents of our ELL students participate in various activities throughout the school year such as Parent-Teacher conference, students' celebrations, etc.

## 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)							12	13	9					34
Intermediate(I)							5	6	15					26
Advanced (A)							7	3	8					18
Total	0	0	0	0	0	0	24	22	32	0	0	0	0	78

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	3	1				
	I							3	3	3				
	A							9	4	7				
	P							4	5	16				
READING/ WRITING	B							7	4	4				
	I							5	7	14				
	A							6	4	9				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	6	0	0	18

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7	9	2	0	0	11
8	16	6	0	0	22
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	11	4	5	1	4	0	0	0	25
7	5	12	3	4	0	1	0	0	25
8	6	8	7	7	1	1	0	0	30
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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)	2	12	4	12				
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?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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?
6. Describe how you evaluate the success of your programs for ELLs.

1. TC Running Records, NYSESLAT, LAB R, Interim Assessments. The data is recorded in the student's individual profile which helps us to monitor academic progress.

2. Based on the data, on the average 30% of ELL students passed the NYSESLAT. More than 50% increased their proficiency level and likewise assessment is also conducted to monitor their proficiency levels. Based on the Running Record results, our ELL students are one or two years below grade level in reading. Some students have decoding challenges while others have fluency challenges which impact on comprehension.

3. Instructional decisions are based on reading/writing, listening/speaking modalities. In addition, content area teachers are also informed of students' NYSESLAT levels.

4. Most of our ELL students attain a Level II in the NYS ELA Test. This is also reflected across the various subgroups. ESL teachers review the data from the item analysis to inform their teaching and learning.

6. We compare the results of the NYS ELA test with the NYSESLAT to see if there are any trends. In addition, we have a higher percentage of ELL students than the city average passing the NYSESLAT. The increase in the number of teachers seeking ESL certification reflects that teachers recognize the ESL program as valuable to our student population as demonstrated by the number of students who test out from the NYSESLAT.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> <u>14K050</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Jamison	Principal		1/1/01
William H. Lemos	Assistant Principal		1/1/01
Jahaira Rodriguez	Parent Coordinator		1/1/01
Olwen Abergas	ESL Teacher		1/1/01
	Parent		1/1/01
Jason Warren	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marilyn Sostre	Guidance Counselor		1/1/01
Lucile Lewis	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

CEP Appendix 7

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

DBN: **14K050** School Name: **JHS 050**

Cluster: **1** Network: **107**

**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.

We analyze the HILTS forms, and conducted parent surveys to determine the language needs of our families.

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.

MS 50 currently enrolls 433 students with the following ethnic background: 341 students are designated as Hispanic, 1 student is native American, 4 students are Asian, 2 students are from the Pacific Islands, 65 students are black and 2 students are white. We identified 56 students in the Transitional Bilingual Spanish Program. The findings are presented during the October School Leadership Team meeting.

**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.

All school documents are translated to Spanish using Google Translate and the assistance of school staff. If another language is identified in need of translation Google Translate will be used.

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

The oral translations to Spanish are conducted by the parent coordinator, Ms. J. Rodriguez, the assistant principal, Mr. Wm. Lemos and other school staff.  
The school displays posters highlighting the availability of DOE translation services.

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 follows all mandates from Chancellor's Regulation A-663. Identification of students' language needs is made within the first 30 days after enrolment. The parent coordinator refers parents to various services that are available to all parents by DOE. One on one and group translations are performed by school staff.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: JHS 50	DBN: 14K050
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 48
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

### 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:

MS 50 currently has two extended-day programs to assist our ELL students. The morning breakfast program is designed to meet the social needs of our newcomers in grades 6-8. This program allows for students to interact with one another and with children who have been in the program in the past. Students learn about the American culture and traditions. The program is a way for the new students to get to know their new country and begin to use the social language needed to interact with their classmates. The program runs Monday through Friday from 7:30 AM to 8:30 AM and services 23 students in grades 6-8. This program doesn't use published materials, but instead it uses oral skill exercises to promote language development. The teacher uses newspaper cartoons, picture books, and clips from TV shows to illustrate American culture and initiate conversation. The program runs from October 02, 2012 until May 24, 2013.

The after-school program is designed to meet the needs of 25 of our intermediate and advanced ELL students in grades 6-8. The program is designed for implementation into two sessions. The first session is for preparation for the NYS ELA exam and the second session is for students to receive additional assistance in meeting the various modalities of the NYSESLAT. Students receive additional assistance in reading, writing and listening. The program runs Tuesdays and Thursdays from 3:30 PM - 5:00 PM. The students are serviced in the two sessions. Both programs, the one in the morning and the one in the afternoon are conducted by the two licensed ESL teachers. The program uses Curriculum Associates NY Ready ELA. For preparing students for the NYSESLAT we use Getting Ready for NYSESLAT. The program runs from October 02, 2012 until April 12, 2013.

A Saturday Academy scheduled from March 2nd through April 6, 2013 will provide ELL students with ELA instruction in preparation for the NYS ELA Exam. The Academy will run from 10:00 AM to 1:00 PM. The ESL teachers and Mr. J. Warren, ELA teacher will participate in the academy. The teachers will follow the co-teaching model. Mr. Whitaker has taken extensive ESL courses and participated in Component B last year. The focus of his project was ESL methodology.

### 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

### Part C: Professional Development

Begin description here: Content area teachers meet regularly with the two certified ESL teachers to plan and discuss instructional strategies and practices. All our teachers received training in Understanding by Design Techniques by one of their consultants. Consultants from the Core Knowledge program provided training for a week to our ELA and ESL departments in the development of curriculum mapping and development of units of study. Currently we have applied and being identify as one of the finalist for the NYS ELL Grant which consists of several opportunities for ESL and bilingual teacher to participate in professional development activities. Our content area teachers who are attending ESL college programs turn-key their learning to our ESL teachers. The following are some of the workshops presented:

September 6, 2012 "Understanding by Design" presented by Mr. Lemos, Assistant Principal, September 20, 2012 "Developing a Curriculum Map" presented by Mr. Lemos, October 3, 2012 "Scaffolding Language, Scaffolding Learning" presented by O. Abergas, ESL teacher, November 7, 2012 "Teaching Second Language Learners in the Mainstream Classroom" presenter J. Whitaker, ELA teacher December 5, 2012 "Writing in a second Language across the Curriculum" presenter O. Abergas, December 12, 2012 "Integrating Language and Content" presenter Ms. S. Kao, ESL teacher.

### 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: Our parent coordinator has scheduled a series of workshops during PTA meetings. Some of the topics are: Helping our children to understand the ELA test. Math Family Night, Reading Strategies for reluctant readers, and Understanding the Common Core State Standards. The workshops are presented by our faculty and are advertised in the monthly school calendar. The reason to provide these workshops is to ensure that parents of ELL students as well as the other parents have a clear understanding of what the two state tests are and some concrete ways parents are able to assist their children. The meeting are held on the following dates with simultaneous translation in Spanish:

September 27, 2012 "How to Help your Child Succeed", September 24, 2012 "Promoting Literacy in English and the Home Language" presented by the ESL teacher, "Understanding your Child's City-wide Assessments" presented by Mr. Lemos, Assistant Principal, February 7, 2013 "How to help your Child Succeed in the ELA and NYSESLATAT Tests" presenters the ESL teacher and the assistant principal, March 7, 2013 "Math Family Night" presenter Ms. Ervin, Assistant Principal. The workshops where and will be presented in English with simultaneous translation to Spanish. Notices were and will be posted in the school calendar. In addition an automated phone call was and will be placed in the home language to make parents aware of the workshops.

### Part E: Budget

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

Allocation Amount: \$

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