



**Department of  
Education**

**5** *Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** MIDDLE SCHOOL 61

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 17K061

**PRINCIPAL:** SANDRA TAYLOR      **EMAIL:** STAYLOR13

**SUPERINTENDENT:**      **MS. BUFFIE SIMMONS**



## 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
Ms. Sandra Taylor	*Principal or Designee	
Ms. Rhonda Morman	*UFT Chapter Leader or Designee	
Ms. Antoinette Greene	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Ms. Samantha M. Benton	Member/ Parent/Chairperson	
Ms. Camille Orta	Member/ Parent/Secretary	
Ms. Orna Greaves	Member/ Parent	
Mr. Lisle Jackson	Member/ Teacher	
Ms. Angela Dominguez Newball	Member/ Teacher	
Ms. Demetria Farrow	Member/ Teacher	
Ms. Alicia Benton-Lewis	Member/ Teacher	
Ms. Yvette Gilbert	Member/Parent	
Ms. Avis Brown	Member/Parent	

\*\* 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.

## 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**

“Set measurable, reliable interim benchmarks for school-level goals that are differentiated by subgroup to actively and accurately monitor program.”

QR 2009-2010, page 5

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

SOP 2.2c The school community develops and works toward specific, measurable, ambitious, realistic and timely goals that reflect urgent priorities and ensure the realization of the vision.

### **Annual Goal #1**

By June 2013, the school will conduct a minimum of 5 interim progress monitoring meetings in order to examine our most current data in ELA, Math, Science, and Social Studies; including data for general education, SWD and the ELLs students, in order to track progress and set interim goals, as measured by our Progress Monitoring Reports.

### **Instructional strategies/activities**

- The administrative team and teachers will analyze school-wide assessments, at least 4x, to set specific academic goals.
- Teachers will conduct four (4) Gap Analyses during Teacher Team Meetings (TTM) to assess student outcome.
- Teacher Team will make curriculum adjustments as warranted, based on the results of interim assessments, including the Common Core tasks.
- The Administrative team and teachers will analyze the results of the NYS, NYSAA, and NYSESLAT after each administration.
- Achieve 3000, an on-line program, will be used by accelerated students, SWDs, and ELLs at least three times per week.
- Teachers and supervisors will receive professional development on Common Core units of study and academic instruction.

**Key Personnel:** Administrative Team and Teachers

**Timeline for implementation:** September 2012 – June 2013

### **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    x    Title IIA     Title III     Set Aside     Grants

Other-describe here: ARRA, RTT, CFE,  
Title1 Priority / Focus SWP

### **Service and program coordination**

No Priority Focus funds used for this goal.

- To achieve this goal, teachers that are funded by Tax Levy, SWP, will analyze assessments, and write plan of actions during teacher team meetings, which are held during the regular school day to support this goal.

**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**

“Formalize structures for teacher collaboration, using an inquiry approach, so that professional development is purposeful and aligned to the school’s goals to maximize the impact of efforts and investment.” QR 2009-2010, page 5

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

SOP 3.4a - The school has a culture where all teachers work in partnership within and across grades and subjects, vertically and horizontally on a regular basis targeting student development, what is taught, and why it is taught.

**Annual Goal #2**

By June 2013, each core subject will have functioning teacher teams, which meet weekly, to engage in various activities to revise the curriculum, as measured by Teacher Team agendas, minutes and other artifacts.

**Instructional strategies/activities**

- All core subject Teacher Teams (TT) meet weekly to monitor student progress and make adjustments to the curriculum, assessment and instruction.
- Teachers are included in weekly walkthrough using Danielson’s Rubric to improve teacher effectiveness.
- All Teacher Teams meet regularly to engage in a process of unpacking the standards and identifying the skills / strategies imbedded in each Common Core standard that the student must master in each unit of study.
- ELA and Math teacher teams will use the protocol to analyze each of the four benchmark assessments.
- Teachers will meet four to six weeks in an intensive Common Core Institute to modify the curriculum and gain a deeper understanding.

**Key Personnel:** Administrative Team and Teachers

**Timeline for implementation:** September 2012 – June 2013

**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      x    Title IA       Title IIA       Title III       Set Aside       Grants

Other-describe here: ARRA, RTT, CFE, Title 1 Priority / Focus SWP\_\_\_\_\_

**Service and program coordination**

- Priority Focus funds will be used for the Common Core Institute  
To achieve this goal, the Common Core Institute will fund ten (10) teachers at six days for three hours of per session each day. One supervisor at six days for three hours per session each day.
- No Priority Focus funds used for this goal.  
To achieve this goal, teachers that are funded by tax levy, SWP, will analyze assessments, and write plans of action during teacher team meetings, to support this goal every two to three months (September 2012 – June 2013).

### **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**

“Enhance data systems to disaggregate data by subgroup, class, and grade to identify trends in student progress for more effective planning and evaluation of instructional and organizational decisions.”

(Quality Review Report 2009 – 2010, page 4)

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

SOP 4.5a – Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on students’ strengths and needs.

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

By June 2013, a minimum of 85 percent of classroom teachers will regularly use current quantitative data, from a variety of sources, to analyze and develop a plan of action as evidenced in the teachers’ assessment records.

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

- All core teachers will analyze end-of chapter and unit test results for all students.
- ELA and Math teachers will analyze the results of the NYS, Acuity, formative and summative assessments, periodically to revise curriculum and instruction.
- ELA and Math teachers will analyze the results of NYS, Acuity, ELL periodic assessment, NYSAA, and NYSESLEAT to create instruction and action plans for students who are in need of AIS.
- Teachers of ELLs and SWDs will analyze the results of ELL periodic assessment, NYSAA, and NYSESLEAT exams to create action plans, and provide AIS during morning, after-school, Saturday, and vacation school.
- Administrators will use data to assess, monitor, and increase teacher effectiveness by providing on-going Professional Development.

**Key Personnel:** Administrative Team and Teachers

**Timeline for implementation:** September 2012 – June 2013

#### **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:  
 Priority Focus

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

- Priority Focus funding will be used for teachers, supervisors, and supplies for morning program, after-school, Saturday school, and spring vacation school.
- After School Program, six (6) teachers over twenty (20) weeks at two (2) hours a day. One Supervisor over twenty (20) weeks at two (2) hours a day. General Supply Funds will be used for the following: After School ELA, Focus Reading Strategies work Book, Leveled Libraries, Picture Book for read Aloud, Depth of Knowledge Support materials and Coach Ready Workbooks, Achieve 3000, Imagine Learning. After School Math: Solve Math work book, Coach Math Work book, calculators, math manipulative and math library.
- Saturday School, four (4) teachers over twenty (20) weeks at four (4) hours a day. One Supervisor over twenty (20) weeks at two (4) hours a day. Saturday School for ELA: STARS Reading Workbook, Six plus on Writing Traits, Achieve 3000, Imagine Library. Saturday School for Math, STAMS, Break Away Math
- Vacation School, six (6) teachers over three (3) day at four (4) hours a day. One Supervisor three days at four (4) hours a day. Vacation School Coach Common Core Summer kids Test Prep for ELA and Math

- Title III funding will provide additional AIS instruction and supplies to ELL students during morning program, after-school, Saturday, and spring vacation school.
- Tax Levy Fund teachers will use assessments to drive instruction and monitor progress on a regular basis (monthly/unit). The teachers will create and update their instructional goals along with the administrative team September 2012 to June 2013.
- Action plans will be developed by the administrators and teachers on an as need basis.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTHS (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**

Students indicate that they are not safe or respected in school. Learning Survey 2011-2012, page 11

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

SOP 5.5a - The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success.

**Annual Goal #4**

By June 2013, PBIS will be fully implemented by the Intervention Specialists to cultivate a trusting and respectful culture within the school, as evidenced by the OORS report and the interim citywide learning environmental survey.

**Instructional strategies/activities**

- Student Support Service Team (SSST) will meet monthly with administration, support staff, and teachers to review "at risk" students' behavior and make recommendations.
- Intervention Specialists will conduct on-going workshops to support positive behavior modification.
- Partnership with CBO such as FAITH (Fathers in the Hood), to expand on services that support students' social and emotional growth.
- Intra-mural extra curricula activities are available daily to foster students' talents, hobbies, sports and the performing arts.

**Key Personnel:** Interventionists, Guidance Counselors, and School Psychologist

**Timeline for implementation:** September 2012 – June 2013

**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**

No Priority Focus money will be used to fund this goal.

- We will use Title 1 school wide projects and tax levy funds to administer PBIS. Intervention specialists / deans, teachers and administrators will use behavioral strategies to help build student emotional development, health needs, and improve their behavior to provide a safer environment. Training is on-going October 2012 to June 2013.

**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**

Parents and students indicate that students are threatened or bullied by other students. (School survey Report 2011 – 2012 pages 7 and 11).

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

SOP 6.2b - The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders.

**Annual Goal #5**

By June 2013, parents' and students' belief about safety will increase by at least 5% as evidenced by the Citywide Student/Parent Learning Environment Survey.

**Strategies to increase parental involvement and engagement**

- Monthly assembly programs will be conducted to address student safety issues conducted by guidance counselors and intervention specialists.
- Ongoing active partnership with parents, teachers, and administrators through workshops, parent teacher conferences, social events, School Leadership Teams, and Parent Association volunteers to create a safer environment.
- Administrators will provide periodic updates about school activities, parent conferences, parent orientations, Parent Association meetings, progress reports, report cards, E-Chalk, e-mails, School Messenger, and principal's monthly News Brief.
- The Parent Coordinator conducts monthly workshops with parents to inform them of changes in academic, school policies, and regulations.

**Key Personnel:** Administrative Team and Teachers

**Timeline for implementation:** September 2012 – June 2013

**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: Priority Focus

**Service and program coordination**

- Parent activities will be funded by set asides to partnership for the betterment of the children. Monthly workshops for parents on ways to assist their children with homework, academics, book clubs of children's books, Principal Tea Party where parents can voice their concerns, organizations such as "Fathers of Children Lost to the Streets," to combat gang and street violence. Incentives and rewards for driving PBIS.

No Priority Focus money will be used to fund this goal.

Intervention Specialists, teachers and administrators funded by Tax Levy, and SWP to support implementing strategies to improve student behaviors and academic growth.

### 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	Achieve 3000, Reading Comprehension, 6+1 Traits, and Strategies for Writers	Small Group, and Individual	During the morning, after-school, Saturdays, and spring vacation
Mathematics	Brain-Pop, Computation, Problem Solving, Open-ended Questions, Short Responses, and Test Prep	Small Group and Individual	During the morning, after-school, Saturdays, and spring vacation
Science	Brain Pop, Study Island and Special Projects	Small Group	During the school day
Social Studies	DBQs, Projects, and Brain-Pop	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, PBIS, and Student "Rap" Session	Small Group and One-to-One	During the school day

### **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.

- Administrators attend hiring fairs to recruit high-qualified teachers for the school.
- Personnel Secretary will work with CFN401 Human Resources point to ensure that non Highly Qualified Teachers meet deadlines.
- Mentors will be assigned to support new teachers.
- Struggling teachers are provided with a coach or experienced teacher to provide instructional and pedagogical support.
- Partnerships with local and community based colleges/ universities.
- Provide professional development to improve teacher practice.
- Provide ongoing professional development around the implementation of the common core learning standards
- To provide workshops for new and experienced teachers on the topics of using Acuity, analysis of test data and using data to plan instruction, and differentiating instruction
- To maintain an open door policy where staff can discuss individual needs

## PARENT INVOLVEMENT POLICY (PIP)

### Parent Involvement Goals:

The PAC of Middle School 61 has established the following goals to support and promote parent activities for increasing the involvement of parents. To increase communication between the home, school and community by offering social gatherings to forge better relationships. Implement family literacy workshops to help parents help their children at home. Provide opportunities to increase our reading and writing scores by encouraging parents to read and set up a book club for parents.

The Principal and staff will work jointly with the parent representatives (PAC and PA) to strengthen the voice of parents as it relates to academic excellence for all children. A process will be put in place so that parents will have an opportunity to share their concerns and gather information as it pertains to their child's education.

### Definition of Parent:

The term "parent" includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). Section 910 (31). ESEA

### Building Capacity for School & Parent Involvement:

The PAC's will work to strengthen the parent voice on the school leadership teams. The parent involvement policy must be included in the school level comprehensive educational plan. The parents of participating students must have an opportunity to share their concerns and ideas for changes and recommendations.

The parents Advisory Council representatives must provide information to families within their respective schools regarding the Title 1 programs, activities and expenditures. They will also provide information and support to those parents who have children in Special Education ELL and the Bi-Lingual programs.

The term "*parental involvement*" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents are encouraged to be actively involved in their child's education at school;
- That parent's play an integral role in assisting their child's learning;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

The carrying out of other activities, such as those described in section 1118 of the ESEA. (Section 9101(32).ESEA.)

### Annual Meeting:

The PAC will convene an annual meeting each year to discuss the Title I program and make recommendation for ratification in the reauthorization. They will prepare workshops, forums and

other school events during the year. To increase parental participation, and to foster better communication between families and school personnel.

### **Professional Development:**

Parents of Middle School 61, including the Parent Coordinator should attend in and out of town conferences, meetings and forums to obtain additional resources and knowledge to help support and influence educational change.

### **Duties and Responsibilities of PAC Representatives Include:**

Incentives to foster increased attendance and participation of parents at conferences and workshops; including increasing parent participation in school activities through the PA, PAC and Parent Coordinator's workshops. Build better relationships between the home and school through via phone, auto-dial, mailings, letters, flyers, and newsletters. To improve communication between families and school through social gatherings such as, our Men Empowerment Forum, Title I Conferences and various workshops.

- \* Provide information in a timely manner
- \* Host on-going professional development training on such topics as; special education, Bi-lingual, standards/assessment, strategies for increasing test scores, Title I program.
- \* Circle of Sisters (book club)
- \* Men Empowerment Forum
- \* Annual Title I Conference(s)
- \* Develop a Title I newsletter (bi-annual)
- \* Develop avenues for obtaining grants and outside financial support
- \* Provide cultural enrichment opportunities for parents
- \* Participate at various in and out of town conferences
- \* Prepare notices and other documents of interest in other languages (where possible)
- \* Build positive relationships between staff and parents
- \* Help to expand our communication between the home and school
- \* Develop family events for building cohesiveness within the family unit
- \* Host opportunities for staff and parents to interact socially

The Parent Coordinator works as a supporter on committees with parents to help strengthen and support parent activities.

### **Professional Development Training Topics:**

The parent workshops, forums, conferences, and events will be held at various times and day's to accommodate parents and families.

Notification letters, flyers and mailings will be sent in advance of meetings to increase and encourage parent participation. Packets of educational and community materials will be distributed and or available at parent events. In addition, refreshments, door prizes, books and other incentives will be providing Professional Development workshops, such as:

Title I - NCLB (Conferences)  
Special Education Program  
ELL/Bi-Lingual Program  
Circle of Sisters (Book Club)

Men Empowerment Forum  
Women Empowerment Forum  
Family & Literacy  
Parenting Skills  
Computer Skills  
Curriculum Development  
Motivational Skills/Self Esteem  
Movie Night  
Meet and Greet (social events)

SES-Supplemental Educational Services  
School Choice/SES  
State Standards/Curriculum  
Family Involvement – Cultural Enrichment Activities  
And other topics of interest.....

### **District Level Representations:**

The PAC Representative or PAC Alternate will attend the (DPAC) District Parent Advisory Council meetings to represent out school.

### **Title I Budget:**

#### **Resources/Cost/Source: - 1% of Title I Parent Involvement budget**

1% of the Title I funds for Parent Involvement is given to schools to develop meaningful parent involvement activities. The PAC will develop a budget and present it to the parents for their input before presenting the final document to the Principal.

Title 1 funds can be used for transportation (metro cards), stamps for mailing letters, newsletters and other notifications, hotel fees, conference registration fees, purchasing books, supplies, lending library, literary programs, refreshments, reimbursements, childcare, incentives and other items.

### **Annual Evaluation:**

#### *Intervals of Periodic Review*

Evaluations will be distributed after each workshop to determine the effectiveness of professional development training. Attendance sheets and agendas are to be used to determine an increase in the numbers of participants and for the purpose of documentation.

The PAC will meet with the Title I school representatives to discuss/determine and review the overall effectiveness of the Title I program. Parents will have an opportunity to make recommendations for improving the program and to make sure that we meet our AYP.

**Major Tasks/Activities** - Participate on the School Leadership Team and its Sub-committees. Establish regularly scheduled events such as; workshops, forums, conferences to inform parents of content area expectations. Activities will be geared towards helping parents to understand state standards and test preparation pertaining to their child/ren education.

### *Term of Office*

All officers may serve a term of (2) two consecutive years. Elections will be held every two years. Newly elected officers will assume responsibilities starting September 1<sup>st</sup> school year. It is recommended that during the transition period between July and October, the existing new board and former board will work together to exchange and give technical assistance for a smooth transition. For roles and responsibilities of each officer see DPAC Plan for Parent Advisory Councils.

This policy was adopted and approved on the following date: **October 23, 2012**

### **1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

## **SCHOOL - PARENT COMPACT**

### **THE SCHOOL AGREES**

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care of home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
  - parent-teacher conferences at least annually
  - frequent reports to parents on their children's progress
  - reasonable access to staff
  - opportunities to volunteer and participate in their child's class

### **THE PARENT/GUARDIAN AGREES**

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy and school-parent compact..
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To support his/her child(ren) by reviewing their homework assignments. Including providing time for reading.
- To monitor his/her child(ren)
  - attendance at school
  - homework/study time
  - reading
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
- To request information and assistance in supporting their child(ren) in the educational process.
- To survey parents to find out what information or type of training of assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

- observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

----- PLEASE DETACH AND RETURN TO THE ASSISTANT PRINCIPAL -----

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

AGREED  
TO: \_\_\_\_\_  
SANDRA TAYLOR, PRINCIPAL

\_\_\_\_\_  
Signature of Parent/Guardian

AGREED  
TO: \_\_\_\_\_ P.A.  
PRESIDENT

\_\_\_\_\_  
Type/Print Name of Parent/Guardian

AGREED  
TO: \_\_\_\_\_  
, PAC REP.

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
Date

\_\_\_\_\_ A.M.  
\_\_\_\_\_ P.M.  
Class Best time to contact

**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 <b>Nichele Manning-Andrews'</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>061</b>
School Name <b>Gladstone Atwell Middle School 61</b>			

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

Principal <b>Ms. Sandra Taylor</b>	Assistant Principal <b>Mr. S. O'Donoghue</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher /ESL Coord. <b>Ms. Doreen Marvin</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>ELA - Ms. Verna-Surena</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Ailene Thompson</b>
Related Service Provider <b>type here</b>	Other <b>Bruce Newman, Data Specialist</b>
Network Leader <b>type here</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>5</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>1071</b>	Total Number of ELLs	<b>56</b>	ELLs as share of total student population (%)	<b>5.23%</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. 

1a. At registration, the HLIS form is distributed to the parents in the appropriate language(s). If the HLIS form indicates the student speaks a language other than English and the parents speak English, then the ESL teacher, Mrs. D. Marvin is contacted to complete the interview. The two primary languages in the school are Haitian-Creole and Spanish. If parents only/primarily speak Haitian Creole, Mr. C. Boutos, a certified Haitian-Creole teacher, will conduct the interview. If the parents only/primarily speak Spanish, Ms. Newball or Ms. Felix, both certified foreign-language teachers (Spanish) will conduct the interview.

1b. These three teachers help in the registration process and will aid parents to complete the various forms including the HLIS. Mrs. D. Marvin, Certified ESL teacher, will review the HLIS, speak to the child, examine any exam history, and administer the LAB-R if necessary. The LAB-R is administered within 10 days of admission. Before the child is formally placed into an official class, the above pedagogues will confer with the ESL teacher about appropriate placement of the ELL. Once the LAB-R is administered, the student's scores will determine whether or not he/she will receive ESL services. In addition, the LAB-R results will decide if the ELL needs 180 or 360 minutes of ESL services per week. The LAB-R is administered and hand scored by the ESL teacher, Mrs. Marvin.

1c.

- In the fall semester, students master basic skills in the four modalities based on their current linguistic abilities and the data from the most recent NYSESLAT/LAB-R. LAT and RMNR reports are used to gather this data. These reports provide data on sub-scores that will help guide differentiated instruction. In turn, ELA scores are examined to see if they are "in sync" with the LAT scores.

- In the spring semester, the thrust is mastering specific skills needed to reach proficiency/increase scores on the upcoming NYSESLAT

- Downloads of sample tests from NYSED are used
- Sussman's NYSESLAT test prep books for 6th/7th/8th grades are used
- Focus on writing skills for I and A level ELLs
- Review of graphic organizers that are used on the NYSESLAT

2.

- Parent outreach is best done in when the parent is physically in the building during the registration process. Mrs. Marvin, the certified ESL teacher, is contacted, shows the parent the Parent Choice DVD in the appropriate NL, and explains the three available choices (Dual Language, TBE, and ESL). In cases in which the child speaks little or no English, the parent is provided both the Entitlement Letter and Parent Option Forms in both English and NL. Staff translators are available on an on-need basis. In situations in which the child's determination for ESL services is more clearly based on the LAB-R scores, then Entitled Letters are sent to the parent based on the LAB-R scores. In this case, individual appointments are made with the parent to see the DVD and to sign Parent Choice forms.

- If parent does not see the DVD at registration, the parent is contacted in the NL within 10 days of registration to see the DVD and sign the appropriate forms.
- Parents are informed of the in-house Haitian-Creole TBE program. Parents of other ELLs are informed about other local TBE programs. They are also told that if there are enough students to form another TBE program (Spanish)/dual language program(s), they will be notified via a school letter in both languages.

3.

- Entitlement and Parent Selection forms in English and NL are distributed in early fall or within 10 days of registration.
- Parent Selection Forms are to be returned to Mrs. Marvin c/o the main office or given directly to her by the parent.
- If TBE program is available for a specific student and the parent does not respond to school notification, then the student is automatically placed into the TBE program.

4.

- Honoring parent choice is essential for the future success of the ELL students. Therefore, parents are presented with the three choices of programs at registration and the available school choices (ESL/Haitian-Creole TBE); during the viewing of the DVD in the NL; and when they sign the parental forms. On-staff translators are available throughout this multi-stepped process. Parents can request later conferences to clarify any other questions/issues they may have. Throughout the process, the parents have access to Mrs. Marvin, the ESL teacher. If necessary, in-staff translators are available.

- In September 2009 – June 2011, there was no TBE class/program. Effective September 2011, the school now offers a 7th/8th grade Haitian-Creole bilingual class.

- Trends: Most Spanish-speaking parents refuse to transfer to a Spanish bilingual program in another school. These parents prefer to keep their children at MS 61 because: a. it is nearby; b. the neighbors' children attend this school and can accompany these children to the school building; c. there are siblings/family members who already attend MS 61.

- Trends: Parents who speak other languages ( Arabic, Chinese, various African languages, etc.) prefer to have their children at MS 61 because it is a neighborhood school, and their children can easily travel to-and-from the building.

6a/6b. Three parental choice programs are: ESL, TBE, Dual Language. Based on current parent choice, MS 61 offers a Haitian-Creole Bilingual program and ESL. Dual language programs are offered in another local school in Spanish and Haitian-Creole. ALL parents of incoming ELLs view the Parent Choice DVD in the appropriate language. Parents of Haitian-Creole ELLs are invited to place their children into the Haitian-Creole TBE program. Parents of Spanish-speaking ELLs are notified that a Spanish TBE program will be established if the school has a sufficient population. Parents of ELLs of other languages are informed there are no nearby TBE/DL (dual language) programs; however, they are invited to place their children into the ESL programs. Future In-house DL (Spanish/Haitian-Creole) programs will be established based on parent choice and population.

## 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): Haitian Creole (7/8)
Dual language program	Yes <input type="checkbox"/> No <input checked="" 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%)							0	11	7					18
<b>Dual Language</b> (50%:50%)							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	0	0					0
<b>Push-In</b>							17	11	8					36
<b>Total</b>	0	0	0	0	0	0	17	22	15	0	0	0	0	54

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	12
SIFE	16	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	4

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	16	3	0	4	4	0	0	0	0	20
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	9	3	4	0	6	4	0	3	24
<b>Total</b>	<b>32</b>	<b>12</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>44</b>

Number of ELLs in a TBE program who are in alternate placement: 42

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0	0					0
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	12	8					20
French							0	0	0					0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							4	4	6					14
Chinese							0	0	1					1
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	0					2
Haitian							9	4	2					15
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1	0					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</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 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?

#### A. Programming and Scheduling Information

- 1 a/b. MS 61 is a middle school, and most of the programming is based on departmentalization. The ESL program is a combination of push-in and pull out models. When the ESL teacher pushes in, she will alternate between team teaching and working separately with the ELL groups. Based on schedule, the pull-out model is used. Whenever possible, these groups are formed by grade and linguistic levels.

## A. Programming and Scheduling Information

- 2a. All 6th grade general ELL are in on class. This also allows for a push-in schedule for this class. 7/8th grade Haitian-Creole TBE class also allow for a combination of push-in and pull-out programming. The Special Education ELLs and the remaining 7/8th ELLs who are not in the TBE class have a pull out model. Some ELLs/Newcomers have individual schedules that meet their specific needs. Newcomers who are not in the TBE class are usually pulled out of ELA/social studies classes minor classes and work in small groups or individually. ELLs are not pulled out of any math class. All students receive their mandated 180/360 minutes of ESL services.
- 2b. According to CR Part 154: ESL Services: Beginners/Intermediates – 360 minutes/week  
Advanced – 180 minutes/week  
Advanced ELL’s receive a minimum of ELA -180 minutes/week) based on class program)  
NLA (TBE program) 5 x 45 minute sessions = 225 minutes/week  
TBE – ELA = 5 x 45 minute sessions = 225 minutes/week
- 3.
  - ESL Materials: Visions/Milestones/Side by Side/etc. Leveled readers/ NL support as bilingual dictionaries/glossaries/ translated textbooks if available/translated picture dictionaries/bilingual classroom libraries in Spanish/Arabic, etc/ bilingual and translated books in the school library/leveled RIF books in the school library/etc. Note: all teachers of ELL are encouraged to main bilingual dictionaries and other forms of NL(native language) support in individual classrooms.
  - ESL Methods incorporate QTEL/CALLA/ scaffolding/stress on academic English with use of appropriate graphic organizers, etc.
  - TBE – based on the level of the linguistic students and the mandates of CR PART 154, students are taught in the NL in content area classes: Beginners – 60%; Intermediates – 50%; Advanced – 25%
- 4. Spanish speaking ELL’s take the Spanish LAB to ascertain NL literacy. There no equivalent standardized tests in Haitian Creole. However, student can take NYS content area tests and Regents in their native language. If available, students take period assessments in NL. In the TBE class, students are continually evaluated in the NL via teacher criteria testing.
- 5a. SIFE students are encouraged to attend all supplementary programs and Extended Day to reinforce what they have learned during the school day/week. In general, these smaller groups create a more effective learning environment for these SIFE students. Whenever possible, the ESL teacher will work individually or in small groups with the SIFE student(s) to support reading a writing skills. Most of the SIFE students are illiterate/barely literate in their native language. When available, these students are encouraged to attend Wilson Reading Program during Extended Day.
- 5b. Students who have been in an English language system for 0-3 years need intensive ESL. Although most of these students are mandated to receive 360 minutes/week, the newest students receive more services based on teacher and student schedule. During the first year, stress is place on the mastery of BICS (social English). As the student enters his/her second year, the shift is to attain mastery of CALP (academic English). Based on LAT scores on reading and writing, more emphasis is placed on strategies that will strengthen the needed skills that the ELLs will take on the ELA. This thrust continues through the third year. Leveled reading material is used, and more nonfiction material becomes the base of many lessons. ESL Teacher articulates with content-area teachers and provides extra support for ELLs.
- 6. Special ED ELLs receive all modifications stated on their IEP’s. ESL teacher have an updated IEP on file. In order for Spec Ed ELLs to master grade level material, ESL teacher will differentiate material; provide scaffolded instruction; provide leveled activities; provide ESL methodologies as chunking/jigsawing/ Think-Pair-Share/accountable talk/use of cognates/Achieve3000/ etc.

### 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:

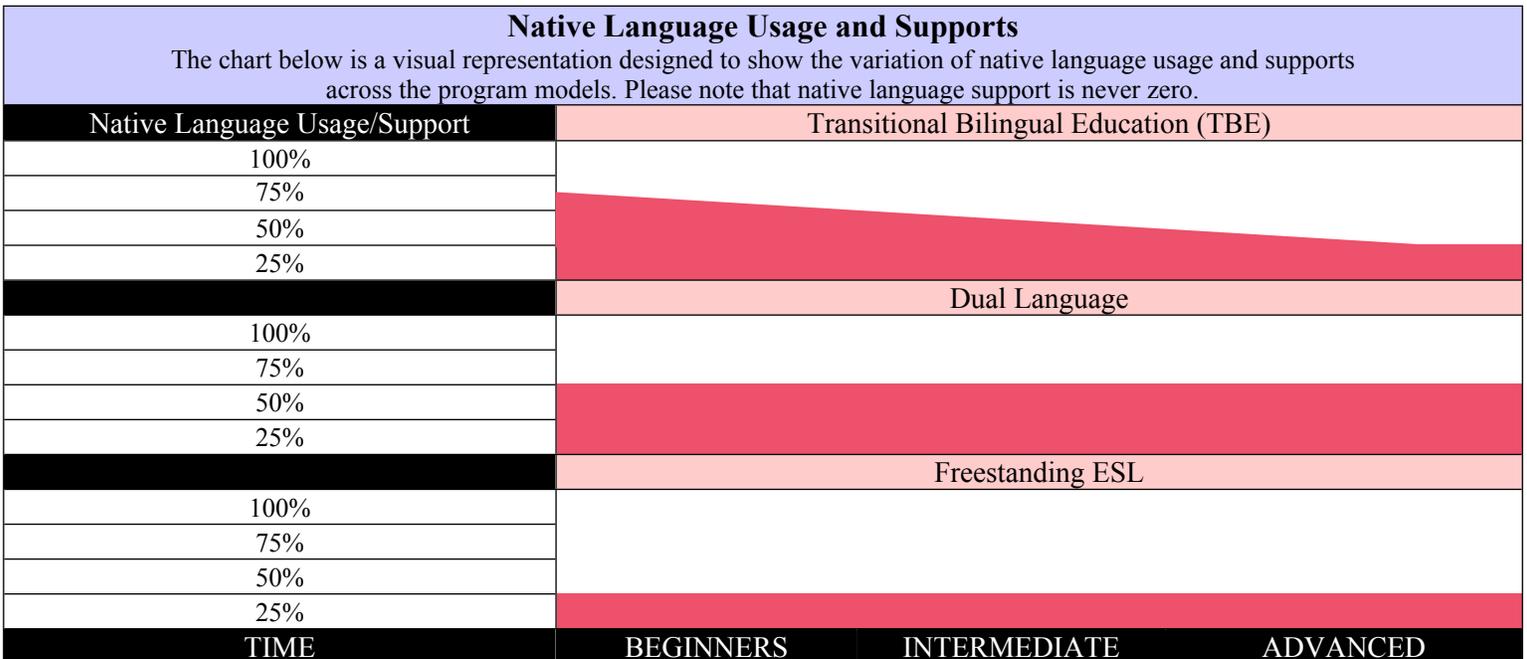
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Haitian Creole			

Social Studies:	Haitian Creole
Math:	Haitian Creole
Science:	Haitian Creole


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



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

## **B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

B 8.

- All ELLs and former ELLs can participate in school-wide programs as Extended Day, etc. Title III Summer program is open to students who have been in the country for less than two years. Title III after-school morning program is open to all ELLs in which the primary focus is the development of math and reading skills. If funds become available, the school reapply for the ELL Success Grant. This year, all ELLs are enrolled in Achieve3000. If available, SIFE students will attend The Wilson Reading program. Most programs are in English; but native language support is available in Title III, and Achieve 3000. Spanish support is available to Spanish-speaking students via Achieve3000.

Additional services in Math and ELA are available for all ELLs, and they have equal access to the following services:

- 21st Century CCLC
- Extended Day with ESL/Bilingual teachers
- When available, Wilson Program for SIFE/newcomers
- Title III morning/afternoon programs
- GGE program
- Achieve 3000 program
- Brainpop
- Starfall
- Tenmarks
- Bilingual counselors
- Resource room
- Peer Tutoring
- Music/Dance/Sports/Double Dutch/etc.
- Art program
- Chess Club
- Steel band
- Band
- Arts and Crafts
- Theater trips
- Trips of cultural/educational interest

9. Transitional support for former ELL

- 1 ½ time for testing
- Word-for word bilingual glossaries for content area tests
- Three readings of the ELA listening section
- Availability of translated tests/Translators in the content area
- Separate testing areas for all tests
- Early Bird Math program (morning)
- Coach series
- Test prep in the morning/afternoon

10.

- Improvements in the current TBE program
- Increased volunteers among the ELL parents
- International Parent Night
- Expanded bilingual classroom libraries
- Expanded bilingual material for school library
- More native language support as bilingual dictionaries in all ELL classrooms

- More translated content area text books.

11. Most programs will be continued. However, the two primary reasons program have been discontinued is budget. For example, Study Island was discontinued because expense. The school did not apply for the ELL Success Grant, because city-wide funding was terminated. In turn, SES programs were discontinued because the school had met its AYP, and funding for these programs were eliminated.

12 a. and b.: ELLs participate in all school programs/supplemental/after school programs:

- Regent class/State tests
- Title III programs
- All after school/morning/Saturday programs
- Drama
- Assemblies
- Music/choir/dance/band
- Art-and-crafts programs
- Debating teams
- Spelling bees
- NL Spelling Bees
- Sports
- Chess Clubs
- CUNY Intensive English program
- Theater
- Participate in In-house/Internet/Brooklyn Reading Council poetry contests
- Participate in local writing/art contests
- Meet representatives of general and specialized high schools
- Receive translated NYC high school directories
- Attend general and bilingual career/high school fairs
- Encouraged to attend CUNT Intensive English Program
- Participate outreach programs
- Actively involved in fundraising
- Regent preparations
- Etc.

13a and b. Instructional materials/technology:

Heinle and Heinle’s Vision and Milestones; Side by Side series; High Point series; Achieve3000 (English/Spanish/Haitian Creole); American Short Stories series; etc. are materials and programs used to develop ELLs’ English reading/writing and social/academic English vocabulary skills. The goal for 2011-12 is to focus on the ELLs’ math skills. If funding becomes available, the use of Destination Math (English/Spanish/Haitian-Creole) will help develop English and math skills and provide NL support. Achieve300, Destination Math, Stallfall

**C. Schools with Dual Language Programs**

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

**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1-3. This year, general education teachers/assistant principals/special education teachers/psychologists/ occupational, speech, and physical therapists/ secretaries will attend reading and writing workshops that are offered by the network, Brooklyn Reading Council, ESL teacher, and the OELL (Office of English language Learners), etc. The goal is that all teachers will have NYS 7 ½ //10 ½ hours of NYS mandated ESL training. Moreover, a survey will be circulated to all staff members if they had attended an ESL graduate course, QTEL training, etc. Bi-annual training (November and February) from Achieve3000 representatives will be available for all teachers of ELLs. Morning ESL workshops will be given via the Data Specialist's study groups. In turn, Parent Coordinator and available staff attend parent workshops that are given on an ongoing basis.

ESL teacher will present during PD days in November and June. This "turn key" training will also occur during departmental/faculty meetings. Professional Development is also offered during common prep periods and during Extended Day. Note: teachers voted that Thursday's 37 ½ minutes will be used for common issues and PD.

Some topics that will be covered are:

- Academic Vocabulary
- BICS and CALP (social and academic English)
- Process Writing vs. the Writing Process
- Thematic Units of Instruction
- Scaffolding
- Grade-Level Support for ELLs in the Content Areas
- Hands-on QTEL Strategies and Methodologies
- Cognates in the Content Areas
- Tiered Vocabulary
- Testing Modifications for ELLs and Former ELLs
- NYSESLAT/LABR/Spanish LAB Tests
- Four Modalities of Language
- Language Acquisition
- How to Modify Academic Demands of the Linguistic Reality of ELLs
- Teaching Writing to ELLS
- SIFE Students
- Effective Graphic Organizer for ELLS

## 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?

Parents of ELLs are invited to participate in ALL parent functions and workshops. Title III workshops are held in the early fall and in the spring. The first parent workshop was held on October 31st. This was held in the morning and evening. Upcoming ESL workshops are scheduled for November, February, and May. If needed, translators will be available. In turn, all parent notifications are translated. Topics that will be covered are:

- Math and the ELL Student
- Promotional and Graduation Policies
- Testing Modifications for ELL and Former ELLs
- Testing: Content Area/ELA/NYSESLAT
- How Can Parents of ELLs Help Their Child(ren) Succeed at Home
- Etc.

The Parent Coordinator is in the process of contacting local CBO's that will effectively work with the ELL parents. Once the decision is made about which CBO will address the ELL parents, the Parent Coordinator will circulate translated information to the parents of ELLs about these diverse community organizations that will best meet these parents' specific needs.

In the beginning of the school year, the Parent Coordinator surveys the parents about issues that concern their children in school. All surveys are translated. As a result of these initial surveys and subsequent ones, the Parent Coordinator can accordingly tailor his/her program to meet the needs of the ELL' parent body. When necessary, the Parent Coordinator will bring specific issues to the principal.

## 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)							11	12	5					28
Intermediate(I)							3	6	6					15
Advanced (A)							4	5	4					13
Total	0	0	0	0	0	0	18	23	15	0	0	0	0	56

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							4	6	1				
	A							4	12	8				
	P							2	1	3				
READING/ WRITING	B							11	7	3				
	I							3	4	8				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>							3	4	5				
	<b>P</b>							0	0	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	3	0	0	8
7	4	5	1	0	10
8	4	7	0	0	11
NYSAA Bilingual Spe Ed	0	0	0	1	1

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4									0
5									0
6	8	0	4	0	1	0	0	0	13
7	7	4	2	0	3	0	0	0	16
8	4	0	6	0	0	2	1	0	13
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	1	1	1	1
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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.

1. As a middle school, the primary assessment tool that assesses the ELL’s literacy skills is the ELA Accuity diagnostics, These diagnostics are given in November and February. These tests reveal the students’ strengths and weaknesses. As a result, teachers can

differentiate instruction. In March, students take predictive tests which indicate how students will perform on the actual ELA test.

The scores of the ESL periodic assessments are also used to guide instruction.

The Spanish LAB guides the teacher(s) on the literacy level in Spanish. This helps the teacher to ascertain whether or not the student is a SIFE.

Overall, most students are in Levels 1 and 2. Based on the number of SIFEs and a lack of a TBE program, the school is exploring the use of process writing approach instead the more “traditional” writing process. This approach allows more “teamwork” and the use of the four modalities. Since students are stronger in L/S skills, this approach will reinforce the development of the ELLs’ weaker R/W skills.

Currently, the DATA Inquiry Team is focusing on ELLs and Math. The school has targeted 6th and 7th grade ELLs. This group is a combination of General ED, Bilingual, SIFE, and Special Ed ELLs. The school is using ED Performance series to establish “base line” of the students’ math skills. The test will be re-administered in January and May. ESL teacher has contacted the team leader about needed modifications for ELLs.

2. As a middle school, the LABR, NYSESLAT, and the ELA are used to evaluate the ELLs’ level of literacy. In the past few years, most students who take the LABR are new students to the English language school system. As total newcomers, they usually score a Level “B”. However, a minority of the students studied English in their native country or had spent summers in the US, and learned some social English and/or some academic English. The students who came for social visits often score an “I”, for they have some listening and speaking skills. However, the few who studied English in their native countries often score a high “I” or a Level “A” on the LAB-R. However, when these Level “A”s take the more difficult NYSESLAT, it is not unusual for them to slip to a Level “I”. A basic reason is the LAB-R is a screening multiple-choice test; whereas, the NYSESLAT is a more rigorous test that also includes writing an essay and analysis of poetry. This pattern is consistent throughout the 6th, 7th, and 8th grades.

In light of the ELA , there were 13 Level I’s; in turn, many of these ELLs were mandated to take the ELA after their first year in an English language school system. Several others were Special Ed. ELLs. In addition, there are 16 SIFE students out of a population of 56 ELLs. Consequently, the majority who took the ELA are “newcomers” (0-3 years) and 4-6 year ELLs. One pattern that has emerged in the past few years is the number of LT ELLs has shrunk, and the number of newcomer ELL (0-3 years) has skyrocketed.

Interestingly, the pattern of the ELLs’ scores reinforces Cumming’s view of BICS (social English) and CALP (academic English). In reality, social English is achieved within one year, but academic English is mastered in 5-7 years. Looking back on the past few years, the pattern that most ELLs score a Level 2 still holds (15 Level 2’s in the 2011 ELA test); and the number of Level 4’s remain the same (0). However, the increase of the Level I’s and the decrease in Level 3’s (average of 2-3 Level 3’s/year has fallen to 1 Level 3 in 2011) reflects the increase of the SIFE population and the growing newcomer population.

In light of the math scores, the number of Level 1 students (23) strongly supersedes the number of Level I ELA ELLs (13). At the time of the test, many these ELLs who scored Level 1 in math had been in an English language system for less than one year. Furthermore, 12 out of 30 newcomers (0-3 years) are SIFE students. Many of these newcomers were exempt from the ELA (less than one year in an English-language school system) were taught math in English. The combination of these factors give a stronger understanding in the “spike” in the ELL’s Level 1’s on the 2011NYS Math test. Interestingly, the number of Level 2’s in math (16) is in greater sync with the ELLs’ who scored a Level 2 in the ELA (15).

However, there are 5 Level 3’s in math to 1 Level 3 in the ELA. The greater number of Level 3’s in math reflect the availability of translated tests, bilingual glossaries, and translators. Only one ELL scored a Level 4 in math, and no ELLs scored a Level 4 in the ELA. On the past few years, the pattern of having more Math Level 3’s and 4’s in comparison to the number of ELA Level 3’s and 4’s has remained constant. In addition, with the reopening of the Haitian-Creole TBE program, the school anticipates a drop in the Math Level 1’s and an increase of the number of Level 2-4’s; for instruction will be in both English and the native language.

3. The primary staff member who analyze the data from the NYSESLAT is the ESL teacher (Mrs. D. Marvin); the data specialist (Mr. B. Newman); ELA teacher (Ms. M. Surena); and TBE ELA teacher (Ms. M. Destra). In comparison to the 5 8th grade B’s, the 6th grade has

11 Level “B’s”, and the 7th grade has 12 “B’s”. These numbers reflect the increase of newcomers and SIFE students. The 7th and 8th grades have 6 Level “I’s”, but the 6th grade has 3 Level “I’s”. Interestingly, the Level “A’s” are almost the same (6th – 4; 7th – 5; 8th – 4). In L/S (Listening/Speaking), there were 7 Level “B’s”; 11 Level “I’s”; 24 Level “A’s” and 6 Level “P’s” across 6th/7th/and 8th grades. However, in R/W (Reading/Writing), there were 21 Level “B’s”; 15 Level “I’s”; 12 Level “A’s” across 6th/7th/and 8th grades. In the past several years, this pattern of higher/stronger scores on the L/S section of the NYSESLAT has been consistent. Moreover, this pattern of higher L/S scores parallels city-wide NYSESLAT L/S scores.

On the other hand, the R/W scores are lower than the L/S scores. For example, there are 7 Level “B’s” in L/S, but there are 21 “B’s” in R/W. This is a 200% difference. Based on the breakdown of the scores per modalities, it is quite obvious that the thrust of instruction for the ELLs must center on reading and writing. The ELLs need more instruction that is based on ESL methodology. All teachers of ELLs must be aware that ELLs need strong emphasis on academic vocabulary. Their reading approaches must include QTEL methodology of chunking, jigsawing, etc.

Moreover, most teachers use the “traditional” writing process, but process writing/process approach is more “user friendly” for ELL’s and will allow them to use all four modalities. Since most ELLs are stronger in L/S, the process approach will allow them to work with their strengths while overcoming their weaker areas in R/W.

4a-b(2). AT MS 61, all ELLs are offered a test in English, a translated content area test, available bilingual glossaries, and a translator, if needed. It is the students’ choice to use these modifications. Some ELLs, especially, the 4-6 year ELLs, are more comfortable in taking the test in English and merely use the translated tests/bilingual glossaries as a NL support. Most of their instruction in the content area has been in English, and their academic native language is “weaker” than their academic English. Moreover, the 6th grade students took their 2011 tests in other schools, and there is no clear data if they took tests in the native language and what modifications they received. It is the experience at this school that the students who take the content area tests in the native language will have a greater “comfort level” while taking the test and will score higher than their counterparts who decided to take the test in English. In previous years, the students in the TBE class would take the test in the NL or will strongly use the NL support of the glossaries or refer to the NL test as a form of NL support while taking the content area test in English.

4b-c(1). Unlike the ELA periodic tests, ELL Periodic Assessments allow the teachers and school leaders to analyze the ELLs’ progress in the four modalities. Based on previous tests, this test best presents to the students the need to listen to complex passages in the listening section. The reading section parallels much of what is taught in the ELA classes. However, the writing multiple choice indicates strengths and weaknesses in grammar. This information is especially helpful to both the ESL and ELA teacher, for it will help drive instruction and give a guideline for differentiated instruction. Unfortunately, there is no essay on this test. These overall results are consistent for ELLs in the TBE, general ed, and special ed.

4c(2). As stated previously, NL (native language) is strongly used in the TBE program as per CR Part 154. NL is used in the content areas and NLA is a major subject (5x/week).

NL support in the general ed and special ed classes are in the form of bilingual dictionaries/glossaries; translated texts if available/ translated tests when available; translators for untranslated tests/ testing modifications; bilingual paraprofessionals assist certain special ed ELLs based on the student’s IEP/ etc. The concept of NL support is to provide extra scaffolding for the ELL students.

5a – 5c. We do not have a Dual Language Program in M.S. 61

6. The ELLs at MS 61 are a “work in progress.”

The first level of evaluation of the ELLs’ progress is through the data of standardized and periodic tests. These tests show growth or lack of growth in ELA/NYSESLAT/Math/other content areas. They show the importance of teaching content area classes in the NL and the importance of NL support. It has helped push the school to reopen the TBE program and helped push the school to see the necessity of providing sufficient NL support (bilingual glossaries/libraries in the classroom, etc.) Most importantly, it has help teachers to differentiate instruction for their ELL population and to ask questions to the ESL teacher about what modifications or teaching methods that will work best for their ELL students.

The next level is the greater interest in PD for ELLs. Teachers have realized that “standard operating procedure” does not always work for ELLs. Teachers are more open to PD and seek suggestions on how to help their ELL students. Their questions also allow the ESL teacher and school to provide needed PD in specific areas. This openness and willingness only contributes to the success of each ELL and the various programs in the school.

Finally, the ELLs’ success on Regents; the ability to meet or not to meet the AYP in specific areas; and the ELLs’ success to enter into specialized high schools and programs are clear indications of the overall success or lack of the school’s program(s) for its ELL population. In short, much has been done, but more can be accomplished. With the strong support of the teachers, administrators, data specialists, parents, etc., the MS 61 community knows that success for ELLs is an ongoing and “doable” process.

### 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.

Information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Sandra Taylor	Principal		
Mr. S. O'Donoghue	Assistant Principal		1/1/01
Ms. Thompson	Parent Coordinator		1/1/01
Mrs. Doreen Marvin	ESL Teacher		1/1/01
	Parent		1/1/01
Ms Surena	Teacher/Subject Area		1/1/01
Mr. Bruce Newman	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		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:** 17K061      **School Name:** Middle School 61

**Cluster:** 1      **Network:** CFN110

**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.

MS 61 has received funding to pay accepted translators to transcribe notifications and on-going events into various languages. The primary translations are done in Haitian Creole and Spanish. However, this funding is not used for material/notifications that have been translated by DOE central office. As a result, the parent co-coordinator has been greatly aided through the availability of this funding, and the non-English speaking parents are better-included and informed about events/general information about the school community.

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.

At least 50% of ELL parents are not proficient in either written or spoken English. Consequently, a definite need has arisen that parents need translated notifications, letters, and other forms of written communication to be effectively included and involved in these school community activities. In turn, oral translators are a necessity/priority when parents attend meetings, activities, and parent/teacher conferences.

These findings were classified through the School Leadership Team, PTA meetings, parent coordinator, and faculty. Money for translations and translators has been met by the school budgets in Galaxy.

## 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.

Oral interpretation(s) will be provided on an ongoing basis from the in-house staff and parent volunteer(s). These people will be available during school hours, after-school activities, and parent/teacher informal/formal meetings. A parent/staff survey is planned to ascertain the oral/written capabilities of staff and parent volunteers.

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

The school provides ongoing oral/written translations/translators by in-house school staff and parent volunteers.

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>.

- \* Notifications and parent letters will be translated by teachers / volunteers
- \* Will use available OELL translation of brochures, notifications, etc.
- \* Notifications and parent letters will be translated by teachers / volunteers
- \* Will use available OELL translation of brochures, notifications, etc.
- \* School will contact OELL Interpretation Services for standardized content area test if there is not pedagogue available who can translate according to NYS Mandates.

- \* Survey to staff and volunteer parents will aid in the identifications of which languages are spoken within the school community
  - Information will organize the availability of these translators
  - Use of ATS Home language reports will indicate which different languages are spoken by the families of the entire student body. This information will clarify if any outside translators are needed and create a wider pool of parent volunteers
- School will contact OELL Interpretation Services for standardized content area test if there is not pedagogue available who can translate according to NYS Mandates.
- \* Survey to staff and volunteer parents will aid in the identifications of which languages are spoken within the school community
  - \* Information will organize the availability of these translators
  - \* Use of ATS Home language reports will indicate which different languages are spoken by the families of the entire student body. This information will clarify if any outside translators are needed and create a wider pool of parent volunteers

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: MS 61	DBN: 17k061
Cluster Leader: Christopher Groll	Network Leader: Roxan Marks
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 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:

## 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: At MS 61, there are 69 ELLs in the 6th/7th/8th grades. There is a Haitian-Bilingual 8th grade class. The Title III program will be held after school from 3:15 to 5:15 (2 hours/day) and the sessions will take place 2x/week (2x2 hours=4 hours/week. Two teachers (math and ELA) will teach 4 periods/week (2teachers=4 hours x 2 days/week=8 hours of instruction/week). The program will run for 23 weeks, it will start in November and end in May. The language of instruction will be English with native language support. As a result, each teacher has 2 sessions per day (Tuesday and Wednesday). Each student has a session of ELA and a session of math per day. Both teachers are certified Bilingual (Haitian Creole) who can communicate in other languages. They are quite familiar with the important ESL methodologies and strategies that are necessary to teach content areas to ELLs. There are 36 ELLs who speak Haitian Creole and 14 students who speak Spanish. The remaining ELLs are a combination of Chinese, Arabic and various African languages. 46 ELLs are newcomers (0-3). 21 are SIFE students. There are ten 4 to 6 year ELLs.

Some of the SIFE students did not take the ELA test last year because they had been in an English language system for less than a year, but they will take the NYS ELA test in the Spring. Moreover, these students took the NYS Math test last year. Title III program will be offered to all ELLs. This includes the 12 special education ELLs.

Materials will include Milestones/Visions/Side by Side, etc. Supplementary instructional material will include Achieve 3000, Starfall, BrainPop, Acuity, etc. Where possible, translated texts will be used. Native Language (NL) support through the use of Bilingual dictionaries and glossaries, are available and encouraged. The school is still reviewing material specifically for SIFE students. These materials will include phonics for newcomers and the Wilson program.

In Math, students are in small group based on their need in a particular skill area. Therefore, there are groups in which students who are learning beginning division (one digit) another is learning to divide fractions and mixed numbers; and other groups are solving problems with polynomial. Advanced students will concentrate on Algebra and geometry. Skills; using angles and estimating. Textbooks are "Math Advantage", teacher generated worksheets; and computer generated material.

ELA sessions especially use Brain Pop and Achieve 3000 (Teen Biz) Teacher focuses on the basic grammar; linking ideas and translating these images into words (writing); Thematic unit for February; Animal in Action materials; "Exploring Your World." using materials that are appropriate for ELL's.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: The Title III teachers are highly qualified teachers who understand the value of ESL methodology in the classroom. They are familiar with QTEL methodology and have taken workshops in this approach and other ESL methodologies. In turn, Mrs. Marvin, the ELS Coordinator a certified ESL will provide turn-key workshops/PDs to the various teachers of ELLs and other staff members through Data Inquiry Team meeting, Common Preps, Professional Development Days, etc.

These sessions will be held on a bi-monthly basis for common prep periods for grades 6th/7th/8th. Data Inquiry, morning PD sessions, etc are held once per quarter. Individual congruence sessions are by mutual appointment between teacher and ESL. These sessions will cover various topics based on the needs of specific teachers/students.

Topics will include:

SIFE students

BICs and CALP

ELL testing modifications

Academic English for ELLs

Effective Graphic organizers for ELLs Four Modalities of Language

Language Acquisitions

LAB-R, ELL periodic Assessment, and NYSESLAT (Operational Test and Field Test)

Language Acquisition

LAB-R, ELL periodic Assessment and NYSESLAT (Operational Test and Field Test)

Hands on QTEL methodologies and Strategies

Scaffolding for ELLs

Tiered Vocabulary for ELLs

Meetings: November 6 ELLs in General Education Classes; January 4, SIFE Students; March 13th, ELLs; April 8th, Testing tips for ELLs; May 6, NYSESLAT format.

### 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

**Part D: Parental Engagement Activities**

Begin description here: Parent workshops are important to include the ELL parent into the general school community. All parents (including ELLs) were invited for training in perusing the ARIS portal. All parents including the ELLs will be invited to all trips. All ELLs in the school are presently registered on Achieve 3000 program. This program has a parent component. Mrs. Marvin, the ESL Coordinator/teacher will present these workshops. Translators will be available. Notifications in English, Haitian Creole and Spanish are sent to parents. Translations are done by a pedagog. Translated Auto-Dial announcements of workshops and other activities are sent to parents before the workshops and other activities take place.

One hour workshops will include:

- Math: Shopping for Holidays
- ELA: What Methods Work Best for ELLs: Effective Academic language for ELLs
- General: Testing/Graduation and Promotional Policies
- General: What are ESL, Bilingual and Dual Language Programs
- What is Achieve 3000?

Meetings: January 3rd, March 21st, May, 15th, 2013.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		