



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: M.S. 313/SATELLITE WEST

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **13K313**

PRINCIPAL: **SUZANE JOSEPH** EMAIL: **SJOSEPH6@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **BARBARA FREEMAN**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
<i>Suzane Joseph</i>	<i>*Principal or Designee</i>	
<i>Deborah Sargeant</i>	<i>*UFT Chapter Leader or Designee</i>	
<i>Benjamin Green</i>	<i>*PA/PTA President or Designated Co-President</i>	
<i>Lisa Randall</i>	<i>DC 37 Representative, if applicable</i>	
	<i>CBO Representative, if applicable</i>	
<i>Tracy Spruill</i>	<i>Parent</i>	
<i>Tia LaBlanc</i>	<i>Parent</i>	
<i>Shonique Greene</i>	<i>Secretary</i>	
<i>Aniika Roach</i>	<i>Parent</i>	
<i>Stacy Green</i>	<i>Parent</i>	
<i>Katrina Tomer</i>	<i>Parent</i>	
<i>Noemi Martinez</i>	<i>Parent</i>	
<i>Gillian Steele</i>	<i>Staff</i>	
<i>Solidad Maurice</i>	<i>Staff</i>	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- *By June 2013, 100% of all teachers will attend or participate in a range of professional development workshop on the framework for teaching articulated in a rubric of practice by Charlotte Danielson*

Comprehensive needs assessment

- *Based on informal and formal observations, the learning environment survey, developing quality review results and the quality of teacher prepared assessments, it was determined that more emphasis must be placed on a holistic, developmental view of teaching to lead to more prompt reflection about student learning and teaching practice, development professional goals, and to guide, monitor and assess progress of teacher's practice. We will focus on Questioning and Discussion techniques whereby 60% of the teachers will be grades as Effective in this category.*

Instructional Strategies/activities

- *Creation of professional learning communities*
- *Monthly grade meetings*
- *Inquiry Teams providing in- house professional development*
- *Implementation of inter-visitation*
- *Providing teachers with all resources needed*
- *Support services by network and contracted vendors*
- *One-on-one conferences with teachers*

Strategies to increase parental involvement

An ongoing challenge that we face at Middle School 313 is that our parental community needs to become more involved with the school and their child's education. This partnership is paramount to ensure the success of the individual and for the school. Due to the economic challenges that our parents face, they are unable to consistently participate in school events, parental workshops, and PTA meetings, which inevitably affects the child and his/her yearly progress. This is an area of weakness we are continuously trying to bridge through the offerings of study hall and life skills classes.

- *Providing materials through the Inquiry Team Newsletter to help parents work with their child which should in turn lead to higher student achievement*
- *Providing parents with interim assessment report so they can become more involved with the school and create dialogue to help with their children's decision making process*
- *Continue to provide professional development to all teaching and non-teaching staff members*
- *Continue to offer parental workshops on a monthly basis*
- *Providing assistance to parents in understanding City, State and Federal standards and assessments through various workshop and meetings*
- *Launch our first ESL parental meeting and will continue to encourage parents to become involved in the decision making process of the school*

through PTA and SLT meetings

- *Established a school based website at www.ms313.org*
- *School messenger service used daily to inform parents in upcoming events and or child's attendance*
- *Periodic communication with parents/guardians using our monthly progress reports*
- *Establishment of an online grade book*
- *Continue to share information with the parents about all programs including after school, meetings in a language that they can understand*

Budget and resources alignment

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

- *To provide Professional Development - – **TL Student Fair Funding***
- *To provide Professional Development to 5% of highly qualified staff - **TL Student Fair Funding***
- *To provide teachers/coaches support to facilitate in-house professional development workshops - **TL Student Fair Funding***
- *To enhance differentiated instruction in the classroom – **TL Student Fair Funding***
- *To provide adequate instructional supplies – **TL Student Fair Funding***
- *To provide resources such as PTS support texts for staff – **TL Student Fair Funding***

If other is selected describe here:

Service and program coordination

- *After school services are offered during off school hours to increase the academic achievement of economically disadvantaged students, particularly in areas of reading, writing, and math. Our PLCs have strategically structured programs at M.S. 313, such as Interventions, Academic support, and Push-in Programs, After School and weekly student reflections regarding the students own learning to meet students' needs and achieve academic progress. Progress is monitored through work found in their data binders. We also use their assessment results from progress zone as well as plethora of reports upon completion of their Predictive assessments. We have been strategic by placing content area teachers based on the Teachers Data Initiative report for AIS as well as their teaching assignment. The students as well has been impacted as to the strategic organizational decisions in ways such as assignment, teacher and content area topics to be taught ranging from AIS to Special Education and even our supplementary services such as After school as well as Academic Support.*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- *By June 2013, all students will be engaged in the required Common Core aligned Literacy, Math, Social Studies and Science task*

Comprehensive needs assessment

- *Based on informal and formal observations, the learning environment survey, and the quality of teacher prepared assessments, it was determined that more emphasis must be placed on a holistic, developmental view of teaching to lead to more prompt reflection about student learning and teaching practice, development professional goals, and to guide, monitor and assess progress of teacher's practice.*

Instructional strategies/activities

- *By November 2012 and February 2013 all ELA/ Social Studies, Mathematics/ Science teachers will implement this task. Creation of professional learning communities*
- *Monthly grade meetings*
- *Providing in-house professional development*
- *Implementation of inter-visitations*
- *Providing teachers with all the resources needed*
- *One –on- one conferences with teachers*

Strategies to increase parental involvement

Middle School 313 is constantly encouraging professionalism of all of its teaching and non- teaching staff, parents, and administration. We believe that students learn best by using various modalities. Teachers are strategically placed with students to ensure there is support and accountability. The school has made strides in creating outside partnerships and After School programs that are geared to encourage youth development. Through the enactment of a Life Skills Program, we are confident that these students will develop socially. We are constantly mindful that through the medium of Student Government and Peer Mediation our students will become leaders as they continue on their educational journey. They are constantly encouraged to be reflective on their daily decisions. MS 313 will continue to support parents and families of Title 1 students by ensuring that all its constituents are responsible for the continued growth of all students by:

- *Providing materials through the Inquiry Team Newsletter to help parents work with their child which should in turn lead to higher student achievement*
- *Providing parents with interim assessment report so they can become more involved with the school and create dialogue to help with their children's decision making process*
- *Continue to provide professional development to all teaching and non-teaching staff members*
- *Continue to offer parental workshops on a monthly basis*
- *Providing assistance to parents in understanding City, State and Federal standards and assessments through various workshop and meetings*

- *Launch our first ESL parental meeting and will continue to encourage parents to become involved in the decision making process of the school through PTA and SLT meetings*
- *Established a school based website at www.ms313.org*
- *School messenger service used daily to inform parents in upcoming events and or child's attendance*
- *Periodic communication with parents/guardians using our monthly progress reports*
- *Establishment of an online grade book*
- *Continue to share information with the parents about all programs including after school, meetings in a language that they can understand*

Budget and resources alignment

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

- *To provide Professional Development - **TL Student Fair Funding***
- *To provide Professional Development to 5% of highly qualified staff - **TL Student Fair Funding***
- *To provide teachers/coaches support to facilitate in-house professional development workshops - **TL Student Fair Funding***
- *To enhance differentiated instruction in the classroom – **TL Student Fair Funding***
- *To provide adequate instructional supplies – **TL Student Fair Funding***
- *To provide resources such as PTS support texts for staff – **TL Student Fair Funding***

Service and program coordination

*In order to further support the teachers, we created an in-house professional development plan that focused on **Understanding the new expectations of the Common Core Standards Framework for Teaching- Charlotte Danielson, implementation of the 2012-2013 Citywide Instructional Expectations, Mentoring, Unwrapping Common Core and NYS Science Content Standards, Units of Study, Tasks to name a few.** Through the incorporation of more technology into the classroom. Professional development this year has also focused on assessment and infusing rigor into daily instruction. During inquiry team meetings teachers discuss topics and focus on looking at interim assessment results in correlation with the alignment of instruction, assessment and materials across the grades. The use of the Charlotte Danielson Frame work for teaching supports with a focus on questioning and discussion techniques. Inquiry team and grade team meetings core focus is collaborative analysis of student work. The In-House Professional Development Plan along with Individualized Teacher Plans was created based on formal and informal observations, teacher surveys and personal professional goals. Through this initiative, we are constantly improving classroom instruction, which will in turn move our students performing in the bottom, middle and top third population in the area of ELA and Mathematics. The collective use of our varied specialist ranging from curriculum, instruction, assessment and data inclusive of CFN 111, Discovery Education, experienced teachers and administrators. These stakeholders are critical in supporting our teachers and sharing best practices.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- *By June 2013, 85% of our parental community will be informed on students' progress bi-monthly based on in-house benchmark/interim assessments to show whether students are meeting State and City standards for promotion.*

Comprehensive needs assessment

After reviewing this year's Learning Environment Survey and review of attendance records for P.T.A meetings, it was deemed necessary to continue focusing on solidifying the school's partnership with parents and keeping parents readily informed on their child's education. An ongoing challenge that we face at Middle School 313 is that our parental community needs to become more involved with the school and their child's education. This partnership is paramount to ensure the success of the individual and for the school. Due to the economic challenges that our parents face, they are unable to consistently participate in school events, parental workshops, and PTA meetings, which inevitably affects the child and his/her yearly progress. This is an area of weakness we are continuously trying to bridge through the offerings of study hall and life skills classes.

Instructional strategies/activities

- *Continued upgrade of our school website*
- *Monthly meetings with our Executive Board*
- *Easy access to the school's online grade book*
- *Implementation of social events*
- *Maintaining an open door policy*
- *Academic Support Parent Workshops*
- *Reward ceremonies at PTA meetings*
- *Inviting guest speakers to speak on topics relevant to parents*
- *Launch of quarterly surveys*
- *Parent Appreciation Dinner*

Strategies to increase parental involvement

Middle School 313 is constantly encouraging professionalism of all of its teaching and non-teaching staff, parents, and administration. We believe that students learn best by using various modalities. Teachers are strategically placed with students to ensure there is support and accountability. The school has made strides in creating outside partnerships and After School programs that are geared to encourage youth development. Through the enactment of a Life Skills Program, we are confident that these students will develop socially. We are constantly mindful that through the medium of Student Government and Peer Mediation our students will become leaders as they continue on their educational journey. They are constantly

encouraged to be reflective on their daily decisions. MS 313 will continue to support parents and families of Title 1 students by ensuring that all its constituents are responsible for the continued growth of all students by:

- *Providing materials through the Inquiry Team Newsletter to help parents work with their child which should in turn lead to higher student achievement*
- *Providing parents with interim assessment report so they can become more involved with the school and create dialogue to help with their children's decision making process*
- *Continue to provide professional development to all teaching and non-teaching staff members*
- *Continue to offer parental workshops on a monthly basis*
- *Providing assistance to parents in understanding City, State and Federal standards and assessments through various workshop and meetings*
- *Launch our first ESL parental meeting and will continue to encourage parents to become involved in the decision making process of the school through PTA and SLT meetings*
- *Established a school based website at www.ms313.org*
- *School messenger service used daily to inform parents in upcoming events and or child's attendance*
- *Periodic communication with parents/guardians using our monthly progress reports*
- *Establishment of an online grade book*
- *Continue to share information with the parents about all programs including after school, meetings in a language that they can understand*

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - *Provide Professional Development for parents - **Title 1 SWP***
 - *Hire outside agencies to provide educational support services for parents - **TL Fair Student Funding***
 - *Online educational software (Chalk & Snap Grades) - **TL Fair Student Funding***
 - *Provide resources and services in native language for parents - **Title 1 Translation***

Service and program coordination

- *After school services are offered during off school hours to increase the academic achievement of economically disadvantaged students, particularly in areas of reading, writing, and math. Our PLCs have strategically structured programs at M.S. 313, such as Interventions, Academic support, and Push-in Programs, After School and weekly student reflections regarding the students own learning to meet students' needs and achieve academic progress*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #5

By June 2013, 20% students in the lowest third including students with disabilities and English Language Learners will demonstrate progress towards achieving level two on the State Exam in ELA and Mathematics

Comprehensive needs assessment

Based on the 2011-2012 New York State exams, the students of Satellite West M.S. 313 made steady strides in the subject of ELA and Mathematics. However, our scores dropped due to the new format of the State Exam specifically in ELA. School-wide, our students have demonstrated a 5 point decline in ELA from the previous year's test results based on the new State Standards. We are currently at a 24% proficiency rate and we are working to bridge the achievement gap in ELA. In the 2010-2011 school year, we had a 51% school-wide proficiency level in Mathematics. This number has risen slowly for the 2010-2011 school performance in Math. Since my arrival in 2007 as the Principal, I recognized that my grade 8 population new challenge will be to attain a proficiency level higher than 60% in ELA or Math. I found that our difficulty in finding highly qualified and experienced grade 8 teachers in ELA and Math had a critical impact on student academic performance. Based on the 2010-2011 ELA performance data pulled from ARIS, we have also recognized that our females have slightly outperforming our male students in attaining a level 3 in ELA. However, our male students have been unable to attain a level 4 in ELA. From the 2011-2012 Math performance data on ARIS, we recognized that the female students are slightly outperformed our male students in Math as well.

Instructional strategies/activities

- *Alignment of curriculum, instruction, material and assessment*
- *Providing teachers with all resources needed*
- *Providing in-house professional development*
- *Implementation of technology in the classroom*
- *Providing workshops on Differentiated Instruction*
- *Implementation of inter-visitations*
- *Monthly Assessments for writing and math*
- *Teachers incorporate four point rubric reflecting state and city standards to improve student writing in Math and ELA*

Strategies to increase parental involvement

An ongoing challenge that we face at Middle School 313 is that our parental community needs to become more involved with the school and their child's education. This partnership is paramount to ensure the success of the individual and for the school. Due to the economic

challenges that our parents face, they are unable to consistently participate in school events, parental workshops, and PTA meetings, which inevitably affects the child and his/her yearly progress. This is an area of weakness we are continuously trying to bridge through the offerings of study hall and life skills classes.

- Providing materials through the Inquiry Team Newsletter to help parents work with their child which should in turn lead to higher student achievement
- Providing parents with interim assessment report so they can become more involved with the school and create dialogue to help with their children's decision making process
- Continue to provide professional development to all teaching and non-teaching staff members
- Continue to offer parental workshops on a monthly basis
- Providing assistance to parents in understanding City, State and Federal standards and assessments through various workshop and meetings
- Launch our first ESL parental meeting and will continue to encourage parents to become involved in the decision making process of the school through PTA and SLT meetings
- Established a school based website at www.ms313org
- School messenger service used daily to inform parents in upcoming events and or child's attendance
- Periodic communication with parents/guardians using our monthly progress reports
- Establishment of an online grade book
- Continue to share information with the parents about all programs including after school, meetings in a language that they can understand

Budget and resources alignment

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

- To provide Professional Development -
- To provide Professional Development to 5% of highly qualified staff - **TL Student Fair Funding**
- To provide teachers/coaches support to facilitate in-house professional development workshops - **TL Student Fair Funding**
- To enhance differentiated instruction in the classroom – **TL Student Fair Funding**
- To provide adequate instructional supplies – **TL Student Fair Funding**
- To provide resources such as PTS support texts for staff – **TL Student Fair Funding**

Service and program coordination

All students were placed into a class based on their 2011-2012 scores. Administration was mindful due to various academic deficiencies that our students faced that content was delivered using different mediums. Workbooks were purchased that are aligned to State and City Standards in ELA. Through dialogue with the Inquiry team members and the ELA department we focus on the bottom third students. These students were identified based on the scores posted in ATS and on ARIS. Instruction will be delivered in small groups. All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes as well as after school programs. Also a pacing calendar was created to ensure students and teachers are on

task. It was beneficial to both teachers and students based on their AIS results they were able to provide and receive with the appropriate supports Services will be provided during the school day as well as after school.

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	<p><i>A Balanced Literacy program will be utilized to developed proficiency in reading and writing</i></p> <p><i>Target support to students based on need</i></p> <p><i>Workbooks were purchased that are aligned to State and City Standards in ELA.</i></p>	<p><i>Instruction will be delivered in small groups.</i></p>	<p><i>All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes before school, as well as after school programs. Also a pacing calendar was created to ensure students and teachers are on task. It was beneficial to both teachers and students based on their AIS results they were able to provide and receive with the appropriate supports and extensions. Services will be provided during the school day as well as after school.</i></p>
Mathematics	<p><i>Balanced approach to development of fluent, deep understanding and application</i></p> <p><i>Target support to students based on need within the priority of the grade</i></p>	<p><i>Instruction will be delivered in small groups.</i></p>	<p><i>All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes before school, as well as after school programs. Also a pacing calendar was created to ensure students and teachers are on task. It was beneficial to both</i></p>

	<p><i>Flexible groups for re-teaching</i></p> <p><i>Workbooks were purchased that are aligned to State and City Standards in Math</i></p>		<p><i>teachers and students based on their AIS results they were able to provide and receive with the appropriate supports and extensions. Services will be provided during the school day as well as after school.</i></p>
Science	<p><i>The Science department will provide explicit instruction in reading informational text</i></p> <p><i>Strength academic vocabulary</i></p> <p><i>Discussions and questioning</i></p> <p><i>Multi- media resources</i></p>	<p><i>Instruction will be delivered in small groups.</i></p>	<p><i>All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes before school, as well as after school programs. Also a pacing calendar was created to ensure students and teachers are on task. It was beneficial to both teachers and students based on their AIS results they were able to provide and receive with the appropriate supports and extensions. Services will be provided during the school day.</i></p>
Social Studies	<p><i>The Social Studies department will provide explicit instruction in reading informational text</i></p> <p><i>Strength academic vocabulary</i></p> <p><i>Discussions and questioning</i></p> <p><i>Multi- media resources</i></p>	<p><i>Instruction will be delivered in small groups.</i></p>	<p><i>All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes as well as after school programs. Also a pacing calendar was created to ensure students and teachers are on task. It was beneficial to both teachers and students based on their AIS results they were able to provide and receive with the appropriate</i></p>

			<i>supports and extensions. Services will be provided during the school day.</i>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Through our monthly Pupil Personal Team (PPT) meetings, students are identified as at risk the guidance counselor will provide services. This determination will be made based on teacher referrals, on line occurrences system RISA reports and or student observations. The attendance teacher will also be involved in this process since we can look at individual student's attendance and provide concrete follow up strategies. An action plan will be created for each student and this plan will be reviewed every four to six weeks to discuss resolutions and or next steps.</i>	<i>Through dialogue with the classroom teachers, looking at OORS reports and dean referrals team members and the Principal will focus on the bottom third students that can be classified as At Risk students. These students were identified based on the scores posted in ATS ,ARIS Progress Reports, report Cards, Attendance reports to name a few. Intervention will be delivered in small groups</i>	<i>All these students attended Academic Intervention Services (AIS) classes for 37.5 minutes before school, as well as after school programs. Services will be provided during the school day.</i>

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.

We have made some great accomplishments over the last couple of years. Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers, the pupil personal secretary works closely with the Network HR point person to ensure that non HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and unqualified teachers and high quality professional development on effective teaching practices are offered by Network Instructional Specialist. We have also hired professional consultants to ensure that current staff is highly qualified.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

Middle School 313 is constantly encouraging professionalism of all of its teaching and non-teaching staff, parents, and administration. We believe that students learn best by using various modalities. Teachers are strategically placed with students to ensure there is support and accountability. The school has made strides in creating outside partnerships and After School programs that are geared to encourage youth development. Through the enactment of our Advisory Program, we are confident that these students will develop socially. We are constantly mindful that through the medium of Student Government and Peer Mediation our students will become leaders as they continue on their educational journey. They are constantly encouraged to be reflective on their daily decisions. MS 313 will continue to support parents and families of Title 1 students by ensuring that all its constituents are responsible for the continued growth of all students by:

- *Providing materials through the Inquiry Team Newsletter to help parents work with their child which should in turn lead to higher student achievement*
- *Providing parents with interim assessment report so they can become more involved with the school and create dialogue to help with their children's decision making process*
- *Continue to provide professional development to all teaching and non-teaching staff members*
- *Continue to offer parental workshops on a monthly basis*
- *Providing assistance to parents in understanding City, State and Federal standards and assessments through various workshop and meetings*
- *Launch our first ESL parental meeting and will continue to encourage parents to become involved in the decision making process of the school through PTA and SLT meetings*
- *Established a school based website at www.ms313.org*

- *School messenger service used daily to inform parents in upcoming events and or child's attendance*
- *Periodic communication with parents/guardians using our monthly progress reports*
- *Establishment of an online grade book*
- *Continue to share information with the parents about all programs including after school, meetings in a language that they can understand*

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

The school and parents, working cooperatively to provide for the successful education of the children, agree to the following:

The School Agrees to:

- *Convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their rights to be involved.*

- Offer a flexible number of meetings at various times, and if necessary, and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- Actively involve parents in planning, reviewing and improvement the Title 1 programs and the parental involvement policy.
- Provide parents with timely information about all programs.
- Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- Provide high quality curriculum and instruction.
- Deal with communication issues between teachers and parents through:
 1. Semi-annual parent-teacher conferences:
 - 2.

Tuesday, November 20, 2012 – Day 1:00pm to 3:00pm and Night 5:00pm to 7:30pm

Thursday, February 28, 2013- Day 1:00pm to 3:00pm and Night 5:00pm to 7:30pm

3. Frequent reports to parents on their children’s progress
 4. Reasonable access to staff
 5. Opportunities to volunteer and participate in school activities
- Assure that parents may participate in professional development activities of the school determine that is appropriate; for example, literacy, math, and technology classes and/or workshops.

The Parent/Guardian Agrees to:

- Become involved in developing, implementing, evaluation and revising the school parent involvement policy.
- Use or ask for technical assistance training that the local education authority of school may have to offer on child rearing practices and teaching and learning strategies.
- Work with our child/children on their schoolwork. (Read with the child/children for at least 30 minutes per day)
- Monitor our child’s/children’s
 1. attendance at school
 2. homework
 3. television watching
 4. behavior in school
- Share the responsibility for improved student achievement
- Communicate with our child’s/children’s teacher about their educational needs.
- Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the education process

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- *monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;*

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

III. Student Responsibilities:

At M.S 313 we expect our students to make the appropriate choices that will ensure success in all areas. Individuals are responsible for their own success and failure, which is determined by your daily choices. Please observe the following behavior and adhere to the more specific rules outlined in the Department of Education's Citywide Standards of Discipline.

- *Be polite to everyone and observe good manners*
- *Be alert and attentive to learning opportunities*
- *Be prepared for class by bringing all necessary books and materials with you*
- *Arrive on time and ready to learn*
- *Move around the school in an orderly and respectful manner*
- *Be considerate of the school, its classrooms and the school community by keeping our space clean. Organized and quite*
- *Welcome visitors and show them why our school is a special place for learning*
- *Our school has reasonable rules that help you to learn, Courteous, cooperative and respectful behavior will insure a safe environment where students can excel academically. We all must maintain these standards of behavior in order to achieve our goal of becoming smart and getting smarter.*

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

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 Lucile Lewis	District 13	Borough Brooklyn	School Number 313
School Name Middle School 313			

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

Principal Suzane Joseph	Assistant Principal Glenda Esperance
Coach type here	Coach type here
ESL Teacher Jacqueline Walme	Guidance Counselor Ebony Valentine
Teacher/Subject Area Pearlina Boucher/Math	Parent type here
Teacher/Subject Area Wilbert Joseph/Math	Parent Coordinator Alethea Mebane
Related Service Provider Deborah Phillips	Other type here
Network Leader Lucile Lewis	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	140	Total Number of ELLs	8	ELLs as share of total student population (%)	5.71%
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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. 

Paste response to questions 1-6 here

The initial screening procedure is as follows: When ELLs come in the school to register, the Pupil Accounting secretary provides parents with a Home Language Identification Survey form (HLIS) to identify the child's language proficiency. Either the ESL teacher or another pedagogue then evaluates the HLIS form. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment revised (LAB-R) is given to identify the child as an English Language Learner or English Proficient. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students' LAB-R scores, parents receive an Entitlement letter which informs them of their child's proficiency level. They are also invited to attend a Parent Orientation Session to ensure that they understand all three program choices. At the orientation meeting various programs are described. The child is enrolled in the appropriate program within ten days.

Furthermore, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. The ESL teacher, the Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are also provided with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection as well as information about the core curriculum, learning standards, expectations for students, and assessments.

Parents receive an Entitlement Letter in their home languages via mail. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator through a translator consistently contact the parents at home. However, should parents require assistance in filling out the Parent Survey and Program Selection forms, they can obtain assistance from a school personnel, i.e. the ESL Teacher/Coordinator and/or Parent Coordinator with the aid of a translator.

Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. MS 313 offers the freestanding ESL program, and students receive the mandated hours of ESL services as determined by their level of English proficiency.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is a Freestanding ESL Pull-Out program. We have a small group of ELLs in our building and consistently register approximately two to four students annually. [Please provide appropriate data.]

Yes the program model is aligned according to the parents' requests.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	0	1	3	0	3	1	0	1	8
Total	4	0	1	3	0	3	1	0	1	8

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

A. Programming and Scheduling Information

The organizational model is a Freestanding English Pull-Out program. The program model is Ungraded and Heterogeneous. Regarding the Freestanding ESL program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week. MS 313 does not offer a Transitional Bilingual Program or Dual Language.

We currently have a Freestanding ESL Pull-Out program, and instruction is solely provided in English with ESL methodology and scaffolding techniques to support second language acquisition. Our students speak Spanish and Arabic. These students receive support in their native languages as needed or necessary. Our staff members are always available to reach out to these students to help them overcome problems stemming from a language barrier. In addition, most of our Spanish speakers are taking Spanish as a foreign language to support their native language literacy.

All of our students are scheduled to receive ten periods of ELA classes per week in addition to meeting their CR Part 154 mandates in ESL.

The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and to enrich language development, MS 313 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented, and students are knowledgeable about the writing process. Students maintain a writing journal.

Furthermore, scaffolding is an essential part of the instructional delivery, such as Modeling, Graphic Organizers, Bridging/Building Background Knowledge, Schema Building, Contextualization, Text Representation and Metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered, as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language.

A. Programming and Scheduling Information

Regarding the SIFE population, there is an urgency to provide academic intervention services as an extension to the regular school program on both push-in and pull-out services. The following interventions are also implemented:

- Making an individualized student needs assessment.
- Grade and age appropriate instructional support materials.
- Differentiation of instruction in all areas to help students achieve their IEP goals, in addition to meeting NYS ESL standards.

The school provides the following resources to facilitate the transition of Newcomers:

- An orientation session for incoming new students.
- A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
- Utilization of the Read 180 Program and Achieve 3000 program.
- Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, and the Read 180 Program.

The instructional plan implemented for ELLs receiving service 4 to 6 years is one that will allow them to demonstrate growth in the acquisition of the second language and, make annual progress in their state ELA and math exams, and achieve academically in all their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of the ELLs are taken into consideration. Some aspects of this policy include:

- ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

We currently have one long-term ELL (those ELLs having completed 6 years of ESL), the plan for them is to analyze their NYSESLSAT scores, as well as those of their ELA and Math assessments, to identify their problem areas. Past analysis has revealed a deficiency in both reading and writing. Our action plan for this subgroup involves:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- An individualized intervention plan based on students' areas of weakness is implemented in addition to students' assisting early morning intervention and afterschool programs.

The plan for ELLs identified as having special needs is to:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.

Courses Taught in Languages Other than English

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

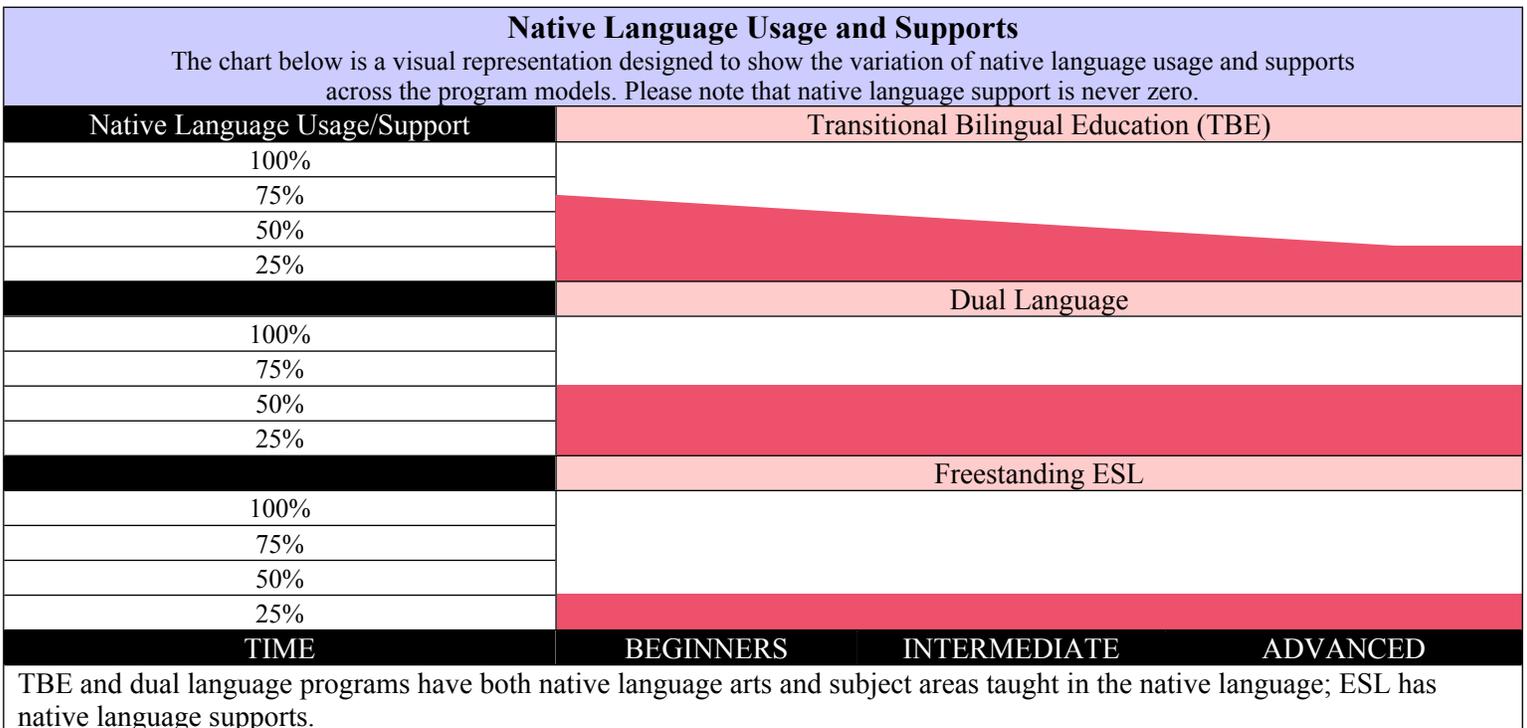
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Implications for Instruction

The school has various support services for the parents/guardians of ELLs. These include services provided by the Guidance Counselor, Dean of Students, Social Worker, SAPIS Worker, School Psychologist, Speech Teacher, SETTS teacher, Nurse, and a Bilingual Paraprofessional. All ELLs are afforded equal access to all school programs such as AIS, after-school programs, and extra-curricular activities.

We are in the process of ordering age and grade appropriate ESL instructional materials and NYSESLAT preparation texts. We will be setting up a computer center and a listening center for ELLs to access both visual and audio support.

In addition, at MS 313, the language electives offered to ELLs are foreign language instruction in Spanish and French classes.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening and speaking for beginner students.
- Additional support in reading and writing for intermediate and advanced students.
- Small group ESL classes to target language modalities according to their needs.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Increase collaboration between content area and ESL teacher to create a learning community that is knowledgeable about this population.
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions and journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs.
- Implement a print rich environment.
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Provide opportunities to convey to others problem solving strategies and the justification of their answers.
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction,
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional development at MS 313 is provided by school staff and community learning support personnel organization:

- School Staff: MS 313 has developed an in-house Professional Development series that provide a variety of monthly workshops and sessions on topics of need and interest. Focus sessions are held on Classroom Management, Differentiated Instruction, ESL teaching methodologies and strategies, Data Binders, ARIS, the school's Online Grade book, Collaborative Team Teaching, and using SMART boards.

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?

Paste response to questions 1-4 here

To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. At the beginning of the school year, the parents of newly enrolled ELLs are invited to attend a Parent Orientation Session conducted by either the ESL teacher or the parent-coordinator. The purpose of this meeting is to provide information on the ESL program, state standards, assessments, school expectations, and general program requirements. In addition, the ESL teacher meets with the parents/guardians of ELLs during parent/teacher conferences to discuss the students' progress. Parents/guardians are also notified about upcoming events and assessments. The Student Handbook and other memos are sent to the Office of Translation and Interpretation to be translated into the ELLs' Home Language. The role of parents in the academic success of their children is of great importance and MS 313 makes every effort to build that key partnership with the parent community. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure communication between the school and the home.

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)							1	0	2					3
Intermediate(I)							0	0	1					1
Advanced (A)							0	1	3					4
Total	0	0	0	0	0	0	1	1	6	0	0	0	0	8

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Assessment Analysis

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

After reviewing the NYSESLAT data, the patterns were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are a challenge and are holding them back from the proficiency level. This is especially the case in the ELLs who are at the advanced level of proficiency.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
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- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction,
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

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

Paste additional information here

Part VI: LAP Assurances

School Name: MS 313

School DBN: 13K313

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Suzane Joseph	Principal		12/1/11
Glenda Esperance	Assistant Principal		12/1/11
Alethea Mebane	Parent Coordinator		12/1/11
Jacqueline Walme	ESL Teacher		12/1/11
	Parent		1/1/01
Pearlina Boucher/ Math	Teacher/Subject Area		12/1/11
Wilbert Joseph / Math	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Ebony Valentine	Guidance Counselor		12/1/11
Lucile Lewis	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13k313 **School Name:** Satellite West

Cluster: 111 **Network:** Children First Network

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

Part A: Needs Assessment Findings

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

Our parent coordinator has been instrumental in identifying the language needs of our community, along with surveys, including the Home Language Survey. We have since hired a contracted vendor using our Title 1 Translation allocation to translate all school communications not only in Spanish but also in Arabic, Bengali, and Chinese as well. Again, through the hard work of the school Secretary and our Parent Coordinator we were able to identify all our non-English speaking parents here at M. S. 313.

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.

We have made it a point to inform our teachers at faculty conferences, distribution of memos and one on one conversations, and the ESL teacher having planning time with the classroom teachers, which students have non-English speaking parents at their home. The teachers will distribute letters to certain students in their native language to be given to their parents as needed.

Part B: Strategies and Activities

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

MS 313 will work with the Office of Translation Services and our contracted vendor in a timely manner to ensure that we communicate with our non English speaking parents. As mentioned above, we have a contracted vendor who works with us to ensure that all translated documents ranging from school calendars, programs, agendas, after school programs, upcoming events and special programs documents are all translated within a timely manner of no more than 48 hours. This will ensure that all our Non English speaking parents are aware of what is taking place at school. We even have our in house Spanish speaking teacher available to translate at ESL meetings, IEP meetings and even assist the school staff to communicate with the parents of the students when needed.

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.

Spanish speaking staff assist in communicating with parents and as mentioned above. Our outside vendor translates the required documents into all languages as identified on the students Home Language survey as mentioned above.

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>.

Our Parents Coordinator and school staff have been diligent in regards to complying with the Chancellor's Regulations Section V11 by adhering to all of the outlined specifications as mentioned on Chancellors Regulations 663 part V11. We take our responsibility very seriously by providing them with their Bill of Rights, having the sign of each of the languages covered at our school posted by the entrance of our main office room 300. All communications in the form of flyers where they can find further information of each of the covered languages displayed at the entrance of room 300, concerning their rights as parents a website is given that is embedded inside of the flyer.