





**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
Andrea Whitehurst	*Principal or Designee	
Jason Varon	*UFT Chapter Leader or Designee	
Tianna Sandy	*PA/PTA President or Designated Co-President	
	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>	
	CBO Representative, if applicable	
Christina Clark Deterville	Member/ Parent	
Najm Dantzler	Member/ Parent	
Diana Grant	Member/ Teacher	
Ousmane Barry	Member/ Parent	
Sharon Raphael	Member/ Parent	
Herbert Antoine	Member/ Teacher	
Melba Powell	Member/ Teacher	

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

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

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

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

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

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

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. "Extend the use of classroom observation protocols to provide consistency of focused feedback across all administrators that enhances instructional practices to support student progress and achievements". (4.1) QR 11-12, page 6

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

  x   2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals. By June 2013, Principal will conduct 4 short frequent observations of each teacher in grades 6-8 using Danielson Framework of Teacher Effectiveness as evidenced by providing teachers with timely and specific written feedback.

**Instructional strategies/activities**

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

**Strategy:** Using Danielson's Framework of Teacher Effectiveness, school leader will conduct 4 short frequent observation and provide timely specific written feedback to teachers in the following competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance.

**Activity:** Principal will establish clear expectations for pedagogy based on a research-based rubric of practice. Principal will engage in cycles of teacher observation and will provide timely and specific feedback to teachers

**Key Personnel:** Network Achievement Coach will train Principal on developing a shared understanding of instructional excellence using the research-based rubric of practice

**Targets (Benchmark):** Each teacher will receive 4 short frequent observations with timely and specific written feedback in order to assess teacher effectiveness and diagnose needs

**Timeline:** By June 2013, the Principal will engage in cycles of short frequent observations focusing on: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance.

**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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Prep coverage and per session will be used to meet with teachers to discuss specific feedback and steps for instructional improvement

**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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. "Under the current leadership, the school is experiencing a re-examination of its core belief and values. This re-examination is resulting in change, both large and small, to prior assessment results, curriculum and expectations around pedagogy. The formalization of teacher teams is moving this work along, However, there has not yet been any real analysis of the effectiveness of many of the changes or the outcomes for teacher teams in terms of student achievement. Although the principal has made some adjustment , based upon annual reflection of the school wide systems, teacher teams and individual teachers are not yet doing the same" QR 12-13, page 5

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

\_\_\_\_\_ 3.2 Enacted curriculum

  x   3.4 Teacher collaboration

\_\_\_\_\_ 3.3 Units and lesson plans

\_\_\_\_\_ 3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals. By June 2013, all students in grades 6-8 will experience 2 Common Core- aligned units of study in ELA as evidenced by tasks, classroom observation, teacher-team collaboration and rubrics to evaluate student progress

**Instructional strategies/activities**

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

**Strategy:** Develop horizontally aligned rubrics for 2 ELA units of study for each grade level (6-8) and develop protocols for looking at student work based on these rubrics to inform lesson planning and foster student ownership of learning. These rubrics will be used to assess student work using a uniform criteria and understanding

**Activity:** Weekly Common Planning meetings of ELA teachers so they may develop and align ELA rubrics for rigor and alignment of the CCLS

**Key Personnel:** Principal will work with the grade level team to horizontally align the rubrics. Grade level teams will work with the Principal on a weekly basis to develop rubrics.

**Targets (Benchmark):** Development of 2 ELA rubrics will be implemented in grades 6-8 by June 2013

**Timeline:** During each marking period student work will be progress monitored using the rubrics and protocols established

**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.

Professional development consultant to increase teacher development in ELA, \$1900 a day x 7 days (See galaxy allocation -Title I Priority Focus funding)

Purchase of student ELA AIS consumable books aligned to the CCLS for students to use during the ELA focused intervention Saturday and after school programs (See galaxy allocation -Title I Priority Focus funding)

ELA focused intervention Saturday program school wide, teacher per session for 6 teachers x 4 hours x 1 day or 10 weeks x \$50.19 (See galaxy allocation -Title I Priority Focus funding)

ELA focused intervention after school program school wide, teacher per session for 6 teachers x 2 hours x 2 day or 11 weeks x \$50.19 (See galaxy allocation -Title I Priority Focus funding)

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here Title I Priority Focus funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Per session and pre coverage will be provided for common planning time for grade level teacher teams can horizontally align the ELA rubrics

**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**

• Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
"Deepen the alignment of curriculum and instructional practices to ensure that all students receive rigorous instruction and achieve at high levels. Although there was evidence of curriculum planning, there is little evidence of planning learning tasks designed to engage student sub-groups across most classrooms. The absence of embedded practices reduces opportunities for challenging all students, especially students with disabilities and English language learners with rigorous instruction to promote engagement for a diverse student population."(1.1) " QR 11-12, page 5

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

• Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, 100% of ELA teachers in grades 6-8 will develop and revise a rigorous ELA curriculum aligned to the CCLS as evidenced by completion of comprehensive curriculum maps that extend to meet the diverse needs of ELL's and SWD.**

**Instructional strategies/activities**

• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation

**Strategy:** ELA teachers will revise and analyze current ELA curriculum maps to ensure they are rigorous and aligned to the CCLS. Curriculum maps will be revised to include scaffolding and strategies to support ELL's and SWD's.

**Activity:** Weekly ELA Common Planning meetings and per session will be provided for ELA teachers to revise and analyze curriculum maps for rigor and alignment to the CCLS. Curriculum maps will be revised to include scaffolding and strategies to support ELL's and SWD's.

**Key Personnel:** Teacher teams and Network Achievement Coach will work with ELA teachers in the revision and alignment of the ELA curriculum to ensure they are rigorous and aligned to the CCLS. Curriculum maps will be revised to include scaffolding and strategies to support ELL's and SWD's.

**Targets (Benchmark):** During each marking period student work will be progress monitored using the rubrics and protocols established to ensure ELA curriculum is rigorous and aligned to the CCLS and structure to meet the diverse needs of ELL's and SWD

**Timeline:** By February 2013, ELA teachers will implement the revised ELA curriculum maps that are aligned to the CCLS and include strategies and scaffolding for ELL's and SWD's

**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**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Per session will be provided for ELA teachers so that they may in the revise and align of the ELA curriculum to ensure they are rigorous and aligned to the CCLS. Curriculum maps will be revised to contain strategies to meet the needs of ELL's and SWD

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

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. "The school was recognized as a persistently dangerous school for the 2011-2012 school year. As such, the school focused their attention on managing behavior. Though the school has seen a reduction in suspensions, there is no linkage to a "tried and true" method embraced by all constituencies. The school has not introduced a research based positive behavioral intervention nor support program to prevent problem behavior and to maintain the effective learning environments across the school." QR 12-13, page 4

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

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2013, the number of behavioral incidents and suspensions will decrease by 5% as evidenced in OORS reporting systems.**

**Instructional strategies/activities**

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

**Strategy:** Teachers and administration will develop a comprehensive Discipline plan to decrease behavioral incidents and suspensions

**Activity:** Teachers and administration will develop and adhere to the discipline procedures to ensure that behavioral incidents and suspensions decrease

**Key Personnel:** Administration and Network school support Director will provide PD, support and guidance to teachers to establish and implement an effective safety and discipline plan.

**Targets (Benchmark):** OORS will be closely monitored to ensure there is a decrease in monthly behavioral incidents and suspensions

**Timeline:** OORs will be monitored and discipline plan will be implemented until 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**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Professional development will be provided to train teachers on strategies for addressing students in crisis and put in place preventative behavioral strategies in order to decrease behavioral incidents and suspensions.



**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	Saturday Academy Extended Day 50 Minutes	Small Group	Saturdays 9am-1pm After-School 2x per week During the school day 2x per week
Mathematics	Saturday Academy Extended Day 50 Minutes	Small Group	Saturdays 9am-1pm After-School 2x per week During the school day 2x per week
Science	Saturday Academy	Small Group	Saturdays 9am-1pm
Social Studies	Saturday Academy	Small Group	Saturdays 9am-1pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Girls groups Boys group	Small Group	During the school day 2x per week

**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.

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

**17K334 Parent Involvement Policy**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who

attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**17K334 SCHOOL –PARENT COMPACT**

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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



**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>N. Manning Andrews</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>334</b>
School Name <b>MSASE</b>			

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

Principal <b>Andrea Whitehurst</b>	Assistant Principal <b>Doreen Gordon</b>
Coach <b>Veta Giffith</b>	Coach <b>type here</b>
ESL Teacher <b>Yu Kai Lee</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Delmira Henry</b>
Related Service Provider	Other <b>Gonzalez</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>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>224</b>	Total Number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>6.70%</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. 

## Part II: ELL Identification Process

1. These are the steps for the initial identification of the students who may possibly be ELLs at MSASE which includes screening, initial assessment, program placement, and annual assessments: The first step is upon registration when the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ELL/Testing coordinators. Translation will be provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish, Chinese, French and Haitian Creole who are available for translation. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services will be contacted. Next, the ELL/Testing coordinators will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in their native language and English. Then the parents are informed about their options upon the three program choices - ESL, Dual Language or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form.

Within the first ten days of enrollment, the new admits that are entitled are tested with LAB-R by the ELL/Testing coordinator using the RLER report via ATS. If the new admits with native language of Spanish do not test out with the LAB-R, they are also tested with the Spanish Lab within the first ten days of enrollment by the Testing coordinator. A parent orientation will be conducted in their native language and their child will be placed in the requested program. Afterwards, the ELL coordinator will assist the Pupil Accounting secretary to input the correct home language using the information from the HLIS for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs.

Every September, the ELL/Testing coordinator & Data Specialist print out ATS reports - RNMR & RLAT and aggregate the NYSESLAT data and creates an EXCEL NYSESLAT spreadsheet and disseminates the data to the entire staff that provide instruction to ELLs in order to differentiate their instruction. The NYSESLAT spreadsheets are organized by individual classes and across Grade Six to Grade Eight. The data include proficiency levels, the scale scores for listening/speaking and reading/writing and LAB-R scores. Teachers of ELLs use the NYSESLAT data to differentiate ESL instruction. All beginning and intermediate students receive 360 minutes of ESL instruction per week and all advance students receive 180 minutes of ESL instruction per week as per CR Part 154 instructional requirements. The ELL/Testing Coordinator & Data Specialist will provide the data to the teacher of ELLs who students take the ELL Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking.

2. The structures that are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language & ESL self-contained) are first and foremost that the parents must complete the HLIS (Home Language Identification Survey) to determine the home language of the child. Based on the language responses, parents are informed about the programs. During parent orientations, parents are then given pamphlets and shown a DVD that details the three programs offered and available in their native

language. The ELL teacher will provide explanations and additional support for parents during these sessions. We have staff in our school that read, write and speak Spanish, Chinese, French and Haitian Creole who are available for translation. Parents are given Parent Survey & Program Selection form to choose the program that they deem appropriate for their child. Parents who did not view the DVD have another opportunity to attend orientations in their native language to complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection form is not completed via school orientation, one-on-one meeting or phone call then the school will choose the appropriate placement at default (ESL).

3. Each year, the school's ELL Coordinators will compile the entitlement letters once the LAB-R, Spanish Lab and/or NYSESLAT results confirmed that the students are entitled and continuing ELLs. The entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the ELL office. After the orientation, ELL Coordinators will collect the Parent Survey and Program Selections forms that are completed and returned after viewing of the DVD in their native language. Once completed, the ELL coordinators will place them on file in the ELL Coordinator's office.

4. The criteria used to place identified ELL students in bilingual or ESL instructional programs is that once the student is identified as an ELL, he or she is placed in a Dual Language or ESL program based the Parent Survey and Program Selection form completed by the parents and/or consultation (translation provided upon request) with parents upon registration. If the Parent Survey and Program Selection form have not been completed nor returned, then the school will choose the appropriate placement of default (ESL).

5. After viewing the Parent Survey and Program Selection forms for the past few years, the majority of native Spanish speaking parents (85%) request the ESL program for their children. Other Spanish speaking parents (15%) request Transitional Bilingual or Dual Language . The majority of the native Haitian Creole & Fulani speaking parents request the ESL program. Parents who are native speakers of other languages predominantly select ESL.

6. Our programs are aligned to parents' requests. Our school offers ESL pull-out classes. Our ELL population include Spanish, Creole, Fulani and other languages. A few parents who request the programs Bilingual transitional/Dual Language that are not available at our school were offered options to other schools but requested ESL as the alternative. The ELL parents that speak Creole, Fulani & Arabic request for ESL pull-out classes. We offer parents options to other schools if they have requested bilingual transitional/Dual Language classes.

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

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
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							3	2	10					15
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	3	2	10	0	0	0	0	15

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

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	6
SIFE	5	ELLs receiving service 4-6 years	6	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	8	3	3	6	2	2	1	0	1	15
<b>Total</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>15</b>

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

**C. Home Language Breakdown and ELL Programs**

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**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								2	4					6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian									4					4
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</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?

Part IV: ELL Programming

#### A. Programming and Scheduling Information

1A. Public School 249 has the following organizational model for the school year: ESL Pull-Out.

1B. The program model for our ESL classes are heterogeneous, students are performing on different proficiency levels. Our ESL classes

## A. Programming and Scheduling Information

are pull-out. Numerous ELLs are serviced via pull-out model where they received their mandated ESL instruction – all beginners & intermediate students receive 360 minutes of ESL instruction per week and all advanced students receive 180 minutes of ESL instruction per week in compliance with CR Part 154 instructional requirements.

2. All ELL students are held to the same high academic standards as our monolingual students. All students including ELLs participate in a 90 minute literacy block, which incorporate the components of the balance literacy program, including read aloud, shared reading, guided reading, partner reading and the writing workshop in the English language. In addition, ELLs partake in the ESL pull-out program and are given extra support in the four modalities: speaking, listening, reading and writing. ESL instructors work together with other teachers to provide supplemental materials and differentiation during the literacy block.

2A. In the pull-out ESL programs, classes in grades six to eight receive instruction in English only. All beginning and intermediate students receive 360 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students receive 180 minutes of ESL instruction and 180 minutes of Language Arts per week as per CR Part 154 instructional requirements.

3. Students in the ESL pull-out model receive all instruction in English across all content areas with native language support (e.g. bilingual dictionaries, technology, buddy system, classroom libraries include child's native language). The students that receive ESL instruction are determined by the LAB-R and/or NYESLAT results. Students receive the workshop model which consists of mini-lessons, word work, guided, and shared & independent reading while using ESL methodologies. ESL methodologies and scaffolding are also used in other content areas such as mathematics, science and social studies. On-going assessments and measurable goals help to make content comprehensive in order to enrich language development. In other content areas such as mathematics, science and social studies, scaffolding strategies are used such as modeling, bridging and contextualization.

4. The ELLs are appropriately evaluated in their native languages. New admits with native language of Spanish who did not test out with the LAB-R are also administered the Spanish Lab. In our pull-out ESL classes, all grade-wide assessments in all content areas (e.g. Math, Social Studies & Science) are translated in the student's native language. If written translation is not available, the administration will contact the Translation and Interpretation Unit Services to provide oral interpretation if needed.

5A. SIFE students receive rigorous grade level instruction in all content areas, taught in English. In addition, they receive 8 periods of ESL instruction per week. ELLs that are in US schools for less than three years and are beginning and intermediate students receive 360 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students receive 180 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. Our school provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards in all content areas. We provide afterschool programs including educational enrichment and Saturday School. ELLs that have special needs or IEP's are provided with the related services which include Speech Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling and/or SETSS.

5B. Our newcomers (ELLs in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, LAB-Rs & NYSESLAT data, newcomers are placed in their appropriate setting (ESL, Dual Language or TBE) by parental options. Parents who choose ESL after watching the orientation DVD in their native language will have their child placed in the ESL organizational model. The ELLs are given mandated instruction in ESL per week as per CR Part 154 instructional requirements. In addition, the ELLs are immersed in a variety of school-wide programs such as afterschool, clubs, Saturday School, educational enrichment and extended day.

5C. Our ELLs receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESLAT and ELL Periodic Assessment data will be used to plan instruction for these students according to areas of needs across the four modalities – listening/speaking and reading/writing. Once placed in an organizational model, the students will remain in their program and are given the mandated instruction in ESL per week as per CR Part 154 instructional requirements. In addition, the students are immersed in a variety of school-wide programs such as afterschool, clubs, Saturday School, educational enrichment and extended day. These students that are in testing grades which will continue to receive academic intervention based on data received from assessments (formative & summative) in small-group instruction to meet their needs as per NCLB act.

5D. Students who are in our school for 6 years or more will be provided with rigorous grade level instruction fully aligned with the SED

## A. Programming and Scheduling Information

ESL Learning Standards in all content areas. We will provide afterschool programs from Title III. ELLs that have special needs or IEP's will be given their appropriate related services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling.

6. The teachers of ELLs use a variety of instructional strategies and grade level materials during the 90 minute literacy block. During balanced literacy, teachers of ELLs conduct read alouds and/or shared reading, work in guided reading groups and the students are engaged in independent reading. During guided reading, teachers of ELLs teach students reading comprehension skills and teach students how to monitor their reading with a variety of texts (non-fiction, fiction, fairy tales, chapter books & etc)

7. Our ELLs with special needs whose IEP recommends ESL instruction received their mandated hours (360 minutes or 180 minutes) based on the NYSESLAT and/or LAB-R results. The ESL providers pull-out these ELLs into small-group instruction targeting skills specific to their needs and provide ESL instruction that are standards based and aligned with Grade six to Grade eight curriculum in accordance with their IEP recommendation for ELLs with disabilities in 12:1:1 setting. The ESL providers record "First Attendance Reporting system for ESL and record the student's attendance on SESIS. ELLs with disabilities whose IEP recommends a bilingual paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of the IEP. The bilingual paraprofessional will record "First Attendance Reporting System" and record the student's attendance on SESIS. Testing accommodations and related services (PT, OT, Speech, SETSS, and/or counseling) will be provided within the individual guidelines for the ELLs students with disabilities. Technology will be provided and utilized to enrich and support ELLs with disabilities.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

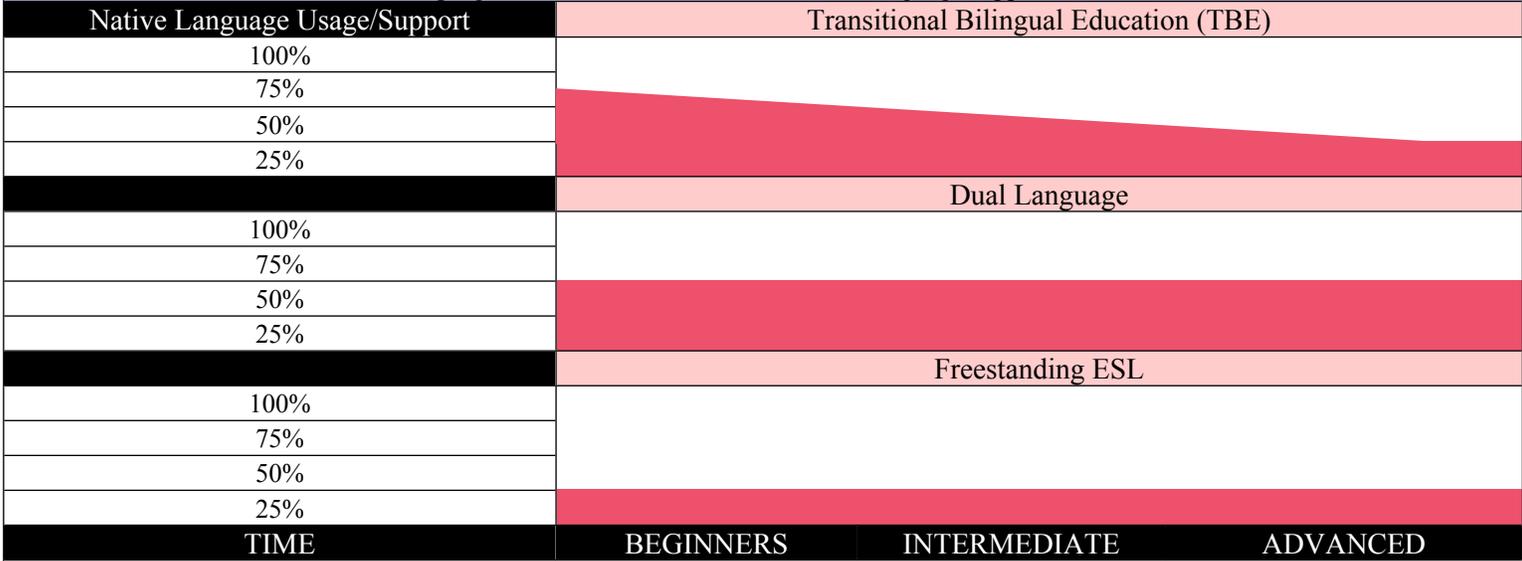
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

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



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. Programming and Scheduling Information Continued

8. The targeted intervention programs for newcomers (ELLs in school less than three years) receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. pull-out; Extended Day; Saturday Academy and technology (Achieve 3000). The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grades receive Literacy & Math Saturday School as an additional intervention program.

The targeted intervention programs for ELLs receiving 4 to 6 years receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. pull-out; Extended Day; Saturday Academy, and technology (Achieve 3000). The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grade receive Literacy & Math Saturday School as an additional intervention program.

The targeted intervention programs for ELLs with special needs receive instruction in English. The content areas of ELA (integrating science & social studies) include the following intervention programs: Wilsons (Foundations); Extended Day, Saturday Academy; Technology and AIS pull out. The content area of Math includes the following intervention programs: A.I.S. pull-out; Extended Day; and Saturday Academy. ELLs in testing grade receive Literacy & Math Saturday School as an additional intervention program.

9. Our ELLs that reach proficiency on the NYSESLAT continues to receive two years of transitional support and services under the ESL pull-out model. They will receive a minimum of one 45 minute period a day of ESL instruction for a total of 225 minutes a week exceeding the mandated 180 minutes of ESL instruction. If ELLs are in a testing grade, they will continue to receive ELL testing accommodations (e.g. 3rd reading, extended time and/or separate location) for up to two years after testing out and receiving "Proficient" on the NYSESLAT.

10. Our school has made improvements for our targeted intervention programs for all our ELLs. We plan to train our ELL instructors in Achieve 3000 so the teachers have the knowledge of how to help students achieve basic mastery in reading comprehension, vocabulary, oral fluency, and writing practice. Teachers learn that this information can be taught to children in step-by-step ways, simultaneously using all the senses to reinforce learning. As a result, at-risk ELLs, newcomers ELLs and or ELLs that are heldover are mandated to attend extended day and work with teachers knowledgeable in Achieve 3000 that are ESL certified. The Saturday Academy includes an ESL teacher to service the ELLs in mathematics and NYSESLAT test prep in English.

11. At this current time, we are not discontinuing any current programs/services for our ELLs. We are continuing with the following programs and services for our ELLs – Literacy & Math, Saturday Academy, Afterschool, and Extended Day.

12. Our ELLs are afforded equal access to all school programs (e.g. Achieve 3000, media, technology, Theater, Drama, Performing Arts & etc). In addition our ELLs receive afterschool programs such as Literacy & Math Afterschool, clubs, and Saturday Academy.

13. There is a variety of instructional materials that are used to support all subgroups of ELLs in technology which includes Brainpop ESL, Achieve 3000, United Streaming (Smartboard for research), and Wilson. We have guided reading level bookrooms in English and in Spanish. We have NYSESLAT test prep books for ELLs. All personnel have access to websites (Enchanted Learning, Ed Helper) to download activities and differentiate for instruction.

14. In the ESL pull-out model at our school, all instruction is taught in English, therefore, native language support is limited. However, students use the buddy system for native language support as well as glossaries, native language library books, bilingual dictionaries, technology and teachers/paraprofessionals who speak the language can assist them. ELLs with special needs who require native language support have alternate paraprofessionals.

15. Yes, the required services support, and resources correspond to ELLs' ages and grade levels because the data that is aggregated from ELL Periodic Assessments, NYSESLAT and other grade wide assessments are used to provide interventions and enrichments for the ELLs.

16. There are a variety of activities in our school to assist newly enrolled ELLs before the beginning of the school year. After early registration, a Spring parent orientation is held for newly enrolled ELLs and their parents are held prior to the opening of school in September. A school walk-through is provided to familiarize both students and parents with the school procedures, settings, teachers, curriculum, program options (Dual language, ESL or TBE), assessments and expectations. Then in September, there is an additional orientation for all parents including ELLs provided by staff members. The parents of newly enrolled ELLs can contact the parent coordinator who offer workshops regularly in areas related to ELLs, testing, & etc. In November, there is Family Night which parents are invited to their child's class to explore and learn more about the school's curriculum.

17. In our school, there are no language electives being offered as of yet because of a lack of well qualified professional teachers proficient in another language. However, there is a strong initiative to offer Spanish as a language elective if it becomes available in the future.

### **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)?

#### **C. Schools with Dual Language Programs**

At MSASE, we have not yet started a dual language program. We offer our ELL students the ESL pull-out model and those parents who chose other programs (TBE/Dual Language) are offered the option of other schools who provide those services.

## 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.

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

1. There are a variety of on-going professional development workshops offered to all personnel. All personnel are supported through participating in Professional Development workshops conducted by NYC OELL, BETAC and higher education (e.g. Fordham & LIU) as well as in-house professional development (e.g. Chancellor Days, Lunch & Learns and etc) in effort to improve instruction for all our ELLs. When a staff member attends a workshop relating to servicing ELLs, the staff returns to the school and turn-keys the information for all personnel in the school. We have ongoing teacher teams which includes grade level teacher teams, math teacher team, and ESL/Special Education Vertical teacher team.

2. As ELLs transition from one school level to another, we provide a variety of support for the staff. The data from LAB-R test and/or NYSESLAT is aggregated and then disseminated to all staff who works with ELLs. At the end of the year, teachers compose a portfolio for individual students detailing their academic progress. The portfolio includes assessment results from LAB-R, NYSESLAT and grade-wide assessments. The portfolio also includes the students' profiles (ELL, HO, Former ELL, IEP, SETSS & etc) as well as writing samples.

3. All teachers and paraprofessionals are given a minimum 7.5 hours of ELL training with the exception of our Special Education teachers who receive a minimum of 10 hours of ELL training. The on-going training can include professional developments through attending workshops from OELL as well as in-house workshops from certified ESL teachers using ESL methodologies. Teachers may attend workshops that are offered by UFT and/or higher education (e.g. LIU, Fordham, etc.). A file that includes ELL training certificates is place in the office and the number of completion is recorded and updated annually.

## 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?

### E. Parental Involvement

1. Research shows the multiple benefits that result when parents are actively involved in their children's education. The relationship between our school and our family is the backbone of our community. Our parents are actively involved in their children's educational careers. In our school we have an open door policy in the classrooms so our parents participate in activities including parent orientations (fall & spring), luncheons, workshops (e.g. Homework help, NYS ELA & Math test, Common Core Learning Standards (CCLS) & etc), assembly programs, science fairs, field trips, and an active P.A. Parents in need of translation services will be available upon request prior to the engagement of activities via notices.

In addition, the parent coordinator and school based support team (SBST) conduct informative workshops and/or assist parents with information and/or referrals pertaining to counseling, parenting and life skills. The technology specialist provide ARIS workshops for parents to teach them how to monitor their students' progress and other technology workshops to acclimate the parents with computer programs that their children are using in the school. In addition, translation services will be provided and readily available upon request.

2. Our school partners with Young Journey which is a Community Based Organization that provides workshops and services to ELLs and their parents. ELLs participate in this program by exploring different types of media, theater, and the performing arts. Parents are invited to performances focusing on resilience, peer pressure, bullying, and other social issues.

3. Each year, parents have the opportunity to be involved in shared decision making and school governance that support the learning standards achievement and program models and goals each year by the results from the Learning Environment Survey. During parent orientations, parental workshops as well as P.T.A. meetings, parents are given surveys which are evaluated and addresses the needs of the parents. The school uses the surveys to determine the workshops needed to provide for the parents. Parents may contact the teachers, parent coordinator and/or PTA president and request for additional workshops in the areas of technology, state-wide assessments, and etc.

4. Parents in our school receive fliers and notices in several languages – English, Spanish & Creole. Parents continue to participate in multicultural activities to enhance cross-cultural understanding and equity such as Hispanic Heritage Assembly, Cinch de Mayo celebration and Dance Festivals. As a result, the parents as well as their children become successful learners and productive citizens.

## 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	1	3					5
Intermediate(I)							2	0	4					6
Advanced (A)							0	1	3					4
Total	0	0	0	0	0	0	3	2	10	0	0	0	0	15

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. In our school, we use various assessment tools to assess the early literacy skills of our ELLs. The assessment tools are as follows, but not limited to LAB-R, NYSESLAT, BOY (Beginning of Year Assessment). The insights from LAB-R data showed that a vast majority of ELLs are approaching grade level in June regarding reading and comprehension. The insights from NYSESLAT data showed that ELL students are mastering the areas of Phonemic Awareness and Phonics (alphabet recognition & writing, spelling and decoding). The results show that students are developing speaking skills faster than reading and writing skills, therefore, the ELL students have mastered the oral expression of the NYSESLAT. However, in the reading and writing component, the majority of students scored at the Beginning and Intermediate levels. This indicates that students need to continue to make bigger strides in higher levels of critical thinking and written expression. In response to studying the data from the BOY (Beginning of Year Assessment), As a result of the various assessment tools we use to measure the early literacy skills of our ELLs, the curriculum mapping team revises our curriculum map to reflect the needs of our students from Grade six to Grade eight.

2. After reviewing the LAB-R data, the majority of incoming students with interrupted or limited academic schooling scored at a Beginner level. The incoming students with some elementary level classes in ESL, Dual Language, or TBE scored at an Intermediate level or Proficient. After reviewing the NYSESLAT data regarding the four modalities – listening/speaking and reading/writing, most of the newcomers (ELLs with 0 – 2 years) scored mostly Advanced & Intermediate in the listening/speaking modalities and scored mostly Intermediate & Beginner level in the reading/writing modalities. The ELLs with 3 years or more of ESL services scored mostly Proficient & Advanced in listening/speaking as well as reading/writing.

3. The patterns across NYSESLAT modalities – listening/speaking and reading/writing showed that the number of Beginner level steadily declines as the students move to the next grade. The number of Intermediates and Advance showed steady increases as the students move to the next grade. So the instructional decisions would be affected by the patterns across the NYSESLAT modalities (listening/speaking and reading/writing). In the listening/speaking modalities, oral language acquisition would continue to be embedded into the curriculum in all content areas. In the reading/writing modalities, scaffolding strategies such as contextualization & metacognition will continue to be embedded into the curriculum in all content areas. The school provided and offered intervention programs for ELLs such as Literacy & Math Afterschool, Saturday Academy, Extended Day and AIS pull out.

4A. The patterns that we noticed in NYSESLAT that as the vast majority of newcomers ELLs score at beginner levels. The number of beginners steadily decline as the students move to the next grade. The number of advance and intermediate students show steady increases. Tests' results show that the students are developing listening and speaking skills faster than their reading and writing skills. Many our of sixth and eighth graders are advanced or proficient in listening and speaking skills. In reading, the students are showing steady gains in reading however did not make significant gains in writing affecting their overall results. The school provides afterschool programs which provide additional instruction in reading and writing skills for ELLs utilizing research based on ESL methods and materials (e.g. Language Experience Approach) and best practices.

4B. The school leadership and teachers are using the results of the ELL Periodic Assessments to differentiate instruction during class, afterschool programs, Saturday Academy, Literacy & Math Afterschool and AIS pull out.

4C. Based on the Periodic Assessments, the school is learning that 60% of the students scored between 76% - 100%, 37.5% scored between 51% -- 75%, and 2.5% scored between 26% -- 50%. There is a steady increase of ELLs performing at and above grade level across the modalities of listening, reading and writing. The native language is used to determine which modalities of listening, reading and writing are the ELLs below grade level, at grade level or above grade level in order to differentiate the instruction.

5. At MSASE, we have not yet started a dual language program. We offer our ELL students the ESL pull-out model and those parents who chose other programs (TBE/Dual Language) are offered the option of other schools who provide those services.

6. Our school uses a variety of data to evaluate the success of our programs for our ELLs. Our ELLs are offered and participate in various programs such as Extended Day, Saturday Academy and Literacy & Math Afterschool. Data is consistently monitored to assist and differentiate the needs of our ELLs. We evaluate the numbers of Level 3s & 4s on the NYS ELA & Math test. We analyze the data from ACUITY and ELL Periodic Assessments along with other in-house assessments. We continue to assess the progress made yearly using BOY (Beginning of the Year Assessment) and NYSESLAT. We record the number of Proficient students that tested out from the NYSESLAT and the number of Advance, Intermediate and Beginners from the NYSESLAT.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** MSASE

**School DBN:** 17K334

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Whitehurt	Principal		12/16/11
Doreen Gordon	Assistant Principal		12/16/11
Delmira Henry	Parent Coordinator		12/16/11
Yu Kai Lee	ESL Teacher		12/16/11

School Name: MSASE

School DBN: 17K334

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent		1/1/01
Herb Antoine/ELA	Teacher/Subject Area		12/16/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Patricia Cabey	Other <u>SETSS</u>		12/16/11
	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:** 17k334      **School Name:** Middle School 334

**Cluster:** 1      **Network:** 110

**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.

Home Language Surveys are used to assess the need for translation and oral interpretation. NYC Parent notices and report cards are requested in parents' home language described in Part A. All NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution, requesting translation of letters and/or progress reports. During parent orientations and formal interviews preceding the home language survey, assessments of written translation and oral interpretations are made. Additional translation services are provided by staff members as needed. The language interpretation unit services are requested as needed. Based upon the parent survey data and parent coordinator support, the written language and oral interpretation will be provided.

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.

Less than 7% of our school community requires translation other than English and accommodations have been made to address these needs. The information has been identified and shared through the parent teacher association and parent coordinator outreach. Initial assessment of translations in languages other than English are also identified through the Home Language Identification Survey (HLIS).

## 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.

As described in Part A, all NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution requesting translation of letters and/or progress reports. Staff Members who speak/write Spanish, French, Mandarin-Chinese will provide all translation services for parents as needed and the language interpretation unit services will be contacted by the administration to support the parents' communication needs. Parents in need of services are identified by the home language survey, parent survey and parent coordinator outreach.

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.

As described in Part A, all NYC documentation has been requested in languages other than English. Teachers notify the administration 3 days before distribution requesting translation of letters and/or progress reports. Staff Members who speak/write Spanish, French, and Mandarin-Chinese will provide all translation services for parents as needed and the language interpretation unit services will be contacted by the administration to support the parents' communication needs. Parents in need of services are identified by the home language survey, parent survey and parent coordinator outreach.

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>.

In accordance with Chancellor's Regulations A-663 regarding parental notification and interpretation services, parents are informed of our school's responsibility to translate materials as outlined in the Parent-Compact of our CEP. All progress reports, report cards, and all parent notifications are translated as needed for parents that need these communication services.

