



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SCIENCE AND MEDICINE MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K366

PRINCIPAL: INGRID THOMAS-CLARK

EMAIL: ITHOMAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: **BEVERLY WILKINS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ingrid Thomas-Clark	*Principal or Designee	
Galia Weiss	*UFT Chapter Leader or Designee	
Carlton Richardson	*PA/PTA President or Designated Co-President	
Yvette Benjamin	DC 37 Representative, if applicable	
Malynda Jordan	Member/Grade 8 Parent	
Evan Campbell	Member/UFT Guidance Counselor	
Anthony James	Member/UFT Teacher	
Woody Laguerre	Member/UFT Teacher	
Sasha Phillips	Member/ Grade 7 Parent	
Angie Richardson	Member/Grade 8 Parent	
Althea Simpson	Member/UFT Teacher	
Donald Vieux	Member/Grade 8 Parent	
Maria Willis	Member/ Grade 8 Parent	
Tomica Young	Member/ Grade 7 & 8 Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013, we expect that 30% of our students will be using academic language in Mathematics.

Comprehensive Needs Assessment

- Grades 6, 7, 8: New York State Mathematics 2012 Exam – 33% scored Level 3; 10% scored Level 4; 57% scored Level 1 & 2

Based on students' performance on the New York State Exams, there is the need to show their work mathematically: One way is to improve the use of academic language in the Mathematics classroom.

Instructional strategies/activities

- Include vocabulary on classroom assessments
- Word wall
- Include academic language on project rubrics
- Constructed responses questions using the academic language

Strategies to increase parental involvement

- Orientation for all grades focusing on subject specific learning standards, grading policy, and school policy at the beginning of the school year.
- Father's Events at least 2x per school year
- Informational Workshops for Parents with Special Needs Students
- Monthly meetings 2X per month- morning/evening
- Celebrating effort or award ceremony for each Marking Period
- Parents' Workshops
- By June 2013, we will increase parental involvement and attendance at school workshops and events by 20%.
- Communicating with parents using JumpRope Progress Report

Budget and resources alignment

Strategies for attracting High Qualified Teachers (HQT)

- Accelerated Learning Team using CCLS in all subjects
- Robotics, Gamestar Mechanic, Living Environment Regents, Selected 7th Graders to take 8th grade State Science Exam, Medical Science, Integrated Algebra
- Partnerships: STEMinds, Arthur Ashe Institute at SUNY Downstate, NYU, NYU-Poly, Cornell-Weill Medical College, Hartman Medical
- Grant Writing

Services

- Academic Intervention Services (AIS)
Interventions that are tailored to move achievement in learners with varied needs.
- Afterschool Tutoring

Resources

Books: IMPACT Math; Math Handbook; Integrated Algebra

Online Resources: Acuity; ARIS; Coolmath.com; Khanacademy.org; Jmap.org

- Indicate your school's Title I status: X 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.

Yes Tax Levy Yes Title I Title IIA Title III Grants Other

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). **Service and Program Coordination**

- All Staff trained in violence prevention
- Health/Nutrition covered in Medical Science

- Multiple teachers with more than one teaching certificate

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2:

- To improve non-fiction comprehension, using textual evidence in grades 6-8.
- To improve academic language in ELA in grades 6-8.

Comprehensive needs assessment

Present Data: 2012 ELA State Exam – 31% Level 3; 2012 ELA State Exam – 0% Level 4

Comprehensive needs assessment:

- By June 2013, 30% of students school-wide will be able to cite textual evidence to support an academic argument in Humanities.
- By June 2013, 30% of our students school-wide will be able to effectively use academic language in Humanities.

Instructional strategies/activities

- Include academic vocabulary in everyday classroom discussions.
- Alignment of every instructional unit and lesson with the CCLS.
- Use DOK (Webb's Depth of Knowledge) to facilitate higher order questioning for every lesson that promotes:
 - Non-fiction comprehension, using textual evidence to support responses.
 - Use of academic language.
- Include academic vocabulary on classroom assessments.
- Include academic vocabulary on project/assignment rubrics.
- Formulate constructed response questions utilizing DOK and academic language.
- Use Achieve3000 (an online, non-fiction, CCLS-aligned reading comprehension program, geared to increasing students' reading lexile level) - at school and at home; supported by a minimum of one teacher facilitated lesson per week utilizing one Achieve 3000 Daily Article
- Use Word Generation to promote interdisciplinary (ELA, Math, Science, and Social Studies) vocabulary acquisition across grades. Includes pre-assessment, mid-program assessment, and post assessment to monitor student vocabulary acquisition and progress.
- Use Word Walls in all classrooms.
- Use Reciprocal Teaching to build student capacity to ask more meaningful questions, clarify information, utilize academic vocabulary, and engage in student-directed interpersonal communication and learning.
- Use JumpRope for standards-based grading.
- Utilization of UDL strategies in every lesson.
- Small group and independent work.
- Greater exposure to non-fiction texts in library and classroom.
- Short on-demand writing tasks.
- Class and grade-level trips to support exploration and study within each unit of study.

- Symposiums at the end of each unit of study to promote interclass exchanges and student discussion.
- Ongoing professional development for staff by ELA consultants on site and off site.
- Use of Friday Grade level team meetings to deepen understanding of brain theory and executive functioning as it relates to middle school students.
- Symposiums at the end of each unit of study to promote interclass exchanges and student discussion.

Strategies to increase parental involvement

- Orientation Humanities meetings for all grades focusing on subject specific learning standards, grading policy, and school policies at the beginning of the school year.
- Use of JumpRope for standards-based grading, ongoing communication with parents and generation of progress reports.
- Parent workshops on JumpRope to promote understanding of standards-based grading and utilization of students' individual progress reports.
- Unit introduction letters to parents – Posted on website and sent home.
- By June 2013, we will increase parental involvement and attendance at school workshops and events by 20%.

Budget and resources alignment

- Indicate your school's Title I status: X 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.
 YES Tax Levy YES Title I Title IIA Title III Grants Other

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).
 - Jumprope Software and Training
 - Literacy Consultant for 6 teachers and 295 students
 - Humanities Department Common Planning Time: 1 period weekly
 - After-School Humanities Department Common Planning Time: 2 hours Per Session weekly
 - Symposium and Family Content Learning for Families: 3 hours Per Session every 8 weeks

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3: By June 2013:

The development and establishment of a plan of action to enhance Students with Disabilities and Academic Intervention Services. To devise a systematic curriculum to safeguard AT-RISK children with special needs. To recruit and hire a Inclusion Coordinator to monitor Special Needs Students Educational & Social Development.

Comprehensive needs assessment

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

The need for this goal is due to the increasing trend of special needs children's inability to achieve academic success in public school settings. In addition, changes in federal, state and city and local governments were implemented into law to safeguard the rights of children with special needs to ensure that they are given the opportunity to obtain an education and academic success in a safe least restricted environment.

Instructional strategies/activities

The student's IEP will be utilized as guide to develop a customized plan for the student. The Inclusion Coordinator will be responsible for the development and monitoring of a Educational and Behavioral Functional Flow Chart. The staff needed to implement these strategies will be comprised of a multidisciplinary team that will work collaboratively. The customized IEP developed will be reviewed on a quarterly basis to assess and determine if the goals cited are suitable for the student's needs.

Strategies to increase parental involvement

- Parents to attend orientation and educational workshops focused but not limited to effectively working with special needs students in the educational system.
- Parents to be trained on accessing services for special needs children.
- Parents will be provided with supportive counseling, referrals, advocacy and trainings on an ongoing basis.
- Parents will be provided with informational literature regarding federal, state and city standard assessments. Workshops will be provided as well.
- Parents to be referred to various cultural diverse community services to enhance knowledge.
- Inclusion Coordinator will effectively and supportively with parents in developing strategies, ideas, activities, and solutions to manage special needs children.

Budget and resources alignment

- Indicate your school's Title I status: X 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.

YES Tax Levy YES Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).
 - .33 Assistant Principal of Special Education position
 - Family Jumprope Software and Training
 - SESIS PD for staff
 - Special Education Workshops for Families

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include: type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>After-school tutoring: 6th grade ELA teacher provides support for students based on in-class performance and assessment data. Support includes Reading and writing interventions according to Teachers College Reading and Writing Program, and general support on class work and homework.</p> <p>AIS Small Group Instruction: For one period per week, students identified based on Spring 2011 Math and ELA scores are assigned to support services. Teachers provide interventions from the Curriculum Associates Strategy Specific Reading and Math intervention materials. (6th-8th grades)</p>
Mathematics	<p>1. After-school tutoring: 6th grade Math teacher provides support for students based on in-class performance and assessment data. Support includes Reading and writing interventions according to Teachers College Reading and Writing Program, and general support on class work and homework.</p> <p>AIS Small Group Instruction: For one period per week, students identified based on Spring 2011 Math and ELA scores are assigned to support services. Teachers provide interventions from the Curriculum Associates Strategy Specific Reading and Math intervention materials. (6th -8th grades).</p>
At-risk Services provided by the Guidance Counselor	<p>Counselor provides academic advising and counseling for students who are identified by their teachers as being promotion in doubt.</p> <p>Counselor also provides short term counseling for students who are not progressing academically due to social/emotional factors (i.e. transitions at home or within the family; grief/bereavement issues, etc.).</p> <p>Counselor assists parents and school staff in developing academic and nonacademic intervention plans for both the home and school setting to further the academic achievement of students who are at risk.</p>

At-risk Services provided by the School Psychologist	School psychologists conducts psychological testing/assessments for students that are identified by their parents or school staff as needing special education support services.
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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.

Ensuring that staff is highly qualified:

Recruitment: We conduct an extensive collaborative interview process in which many staff members participate and norm criteria;

Retention: We:

Pair teachers for Integrated Co-Teaching classrooms;

Assign school-based mentors;

Ensure that:

Administrators and peers model assessment practices to drive instruction, planning lessons, preparing materials, and implementing instruction;

Administrators observe informally, formally, and during walkthroughs with immediate feedback;

Teachers intra-visit peers onsite and inter-visit peers in Network schools;

Each teacher is matched to lead an activity that allows he or she to show their strength/expertise;, expose teachers to high quality off-site training and professional development that they turnkey to staff,

THE PARENT INVOLVEMENT POLICY (PIP)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

providing assistance to parents in understanding City, State and Federal standards and assessments;

sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

holding an annual Title I Parent Curriculum Conference;

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

SCHOOL-PARENT COMPACT

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.

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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
sharing and communicating best practices for effective communication, collaboration and partnering with 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;

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;

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader D. Maldonado/P. Montesano	District 18	Borough Brooklyn	School Number 366
School Name Science and Medicine Middle School			

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

Principal Ingrid Thomas-Clark	Assistant Principal David Ackerman
Coach type here	Coach type here
ESL Teacher Alba Ruginis	Guidance Counselor Evan P. Campbell
Teacher/Subject Area Kathryn Morrow	Parent Marie Bruno
Teacher/Subject Area Steven Norville	Parent Coordinator Pamella Ferrari-Easter
Related Service Provider Yvonne Milton	Other type here
Network Leader Patrick Montesano	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	256	Total Number of ELLs	9	ELLs as share of total student population (%)	3.52%
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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. [i](#)

Paste response to questions 1-6 here

Part II: ELL Identification Process

1.a)

Science and Medicine Middle School has a total of 9 ELL students coming from Elementary School. The HLIS has been given at the elementary school level. AT SMMS Students are identified on ARIS and their NYSESLAT Exam History Report score. The data is analyzed followed by an informal interview by the ESL teacher.

1.b & c The ESL, a Spanish speaker who holds ESL Certification, develops a curriculum that encompasses the State Standards for ESL and CCLS a free standing program is then developed and set in motion. The ELL students receive support via an ESL push/in out program

2. Parents are told of the ESL program and of the continued support in ESL. The free-standing ESL program is developed by the ESL teacher in conjunction with the ELA teachers as it includes both ESL standards and Common Core Learning Standards. The materials used by ELA teachers are chosen in plenary sessions with outside consultants. Texts chosen are implemented to students with the use of ESL methodologies by the ESL teacher.

3. All ELL families have come from the elementary level and have HLIS, the LAB-R and an initial assessments. In addition, they have received their Entitlement Letters in late August.

4. Students are taught in English using ESL methodologies and native Language support for a specific amount of time as determined by NYSESLAT scores. The program provides two components: A language Arts class /Humanities and an ESL Push-in/ Pull-out

5. At SMMS, students are offered the free standing ESL program.

6. Parents are informed of students' progress. We are at this time opening lines of communication via the use of Continuation letters.

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

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
-----------------------	------------------------------	--	-------------------------------

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	0
SIFE	0	ELLs receiving service 4-6 years	9
		Special Education	4
		Long-Term (completed 6 years)	

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											0
Total	0	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. One-to-one /push in/ pull out
 - b. Heterogeneous
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?

There is an ESL teacher scheduled to accommodate the ELL needs. According to NYSESLAT scores students are at Advanced level. Each student receives 180 minutes per week with ESL teacher program push in/out.

 - a. ESL program follows guideline of 180 minutes of instruction per week to ensure support to each student.
3. N/A
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
 - 5a. There are no SIFE students in SMMS.
 - 5b. There are no newcomer students.
 - 5c and 5d. Various texts, using multiple entry points, graphic organizers, and/or learning strategies: Long-term ELLs receive 180 minutes of ESL support that encompasses ELA content area taught with ESL methodologies. Language scaffolding to increment the use of vocabulary along with incorporation of writing and grammar are blended to provide the support needed to strengthen the four language modalities.
6. and 7. Students with IEPs are provided with support by first identifying them on ARIS. The Special Education teacher ensures that student information is disseminated to teachers. Then, the ESL teacher ensures that students are given support in Humanities with ESL methodologies.

Courses Taught in Languages Other than English ⓘ

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

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

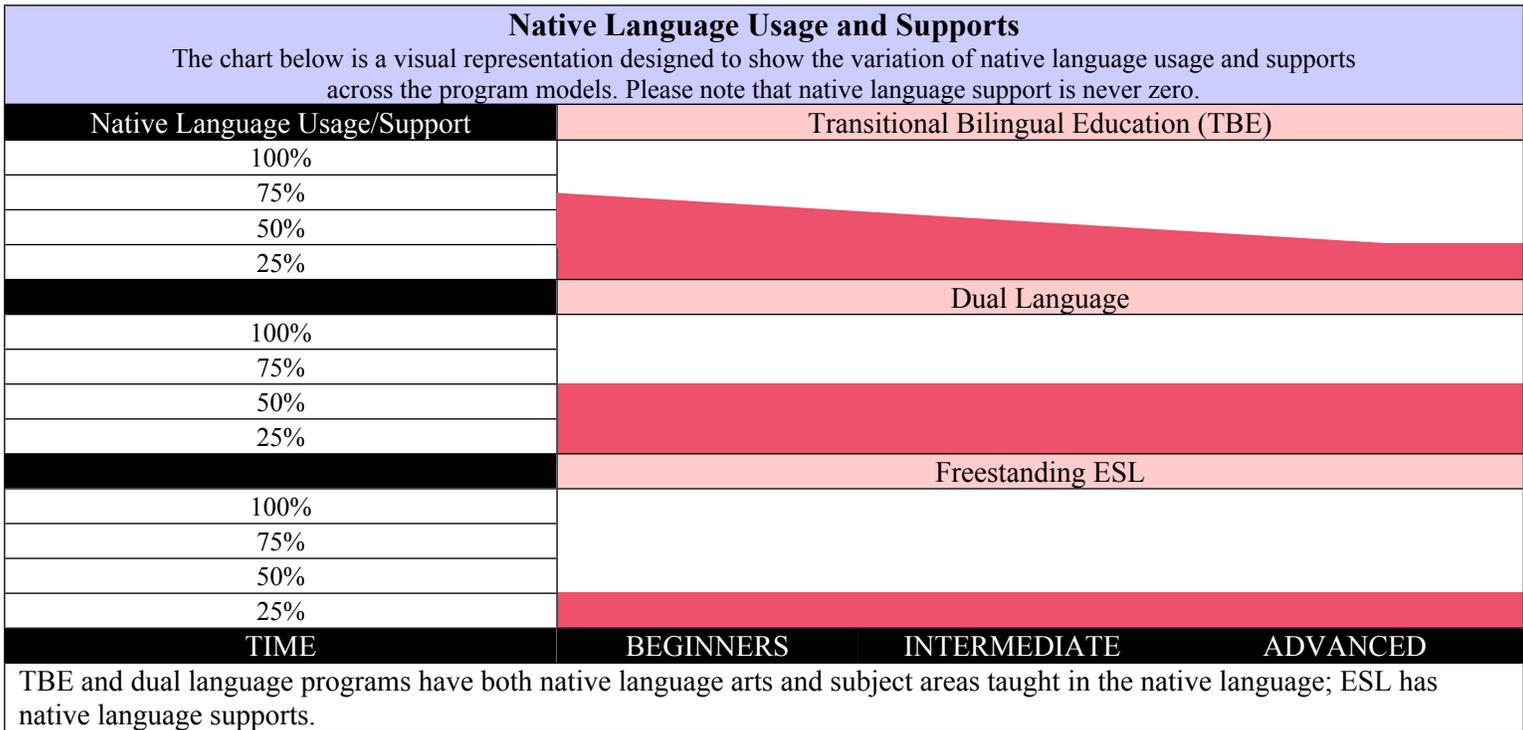
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Various texts, using multiple entry points, graphic organizers, and/or learning strategies:

Long-term ELLs receive 180 minutes of ESL support that encompasses ELA content area taught with ESL methodologies. Language scaffolding to increment the use of vocabulary along with incorporation of writing and grammar are blended to provide the support needed to strengthen the four language modalities.

9. Various texts, using multiple entry points, graphic organizers, and/or learning strategies:

Long-term ELLs receive 180 minutes of ESL support that encompasses ELA content area taught with ESL methodologies. Language scaffolding to increment the use of vocabulary along with incorporation of writing and grammar are blended to provide the support needed to strengthen the four language modalities.

10. There is a small population of ELLs. As of now, One to one/ push in / out plus ESL programming will continue to ensure all academic support is in place.

11. N/A

12.

Achieve 3000

Students receive ESL class to ensure academic success

Math- Study Island

Support provided by content area teachers after school.

Students are invited to join extracurricular activities for cultural enrichment.

Shades of Beauty

Math Enrichment

School Inquiry for ELA

C.H.A.M.P.S.

Students and parents are informed through our Brown Ticket weekly school communication, SchoolMessenger, and website..

13.

Study Island

Achieve 3000

ACUITY

14. How is Native Language support delivered in each program model?

- ELL students receive Heritage Spanish and Mandarin Chinese.

15. Do required services support, and resources correspond to ELLS ages and grade Levels ?

- Yes, it does.

16. Include a description of activities in your school to assist newly enrolled ELL student before the beginning of the school year.

- N/A

17. What language electives are offered to ELLs?

- Spanish and Mandarin.

C.Schools with Dual Language Programs.

- N/A

D. Professional Development and Support for School Staff

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the professional development plan for ELL personnel at the school.

- Principal, Ingrid Thomas-Clark provides continuous support to attend DOE workshops for ELLs. Materials are bought plus she has created a professional collaborative environment at school that is conducive to professional growth.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/middle to High School?

- Provides time to work and develop appropriate materials to ensure students are provided with an ESL program support system.
- Teachers work collaborative to ensure support systems are in place.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL Teachers) as per José P.

E. Parental Involvement

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

Paste response to questions 1-4 here

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
 - Community Coordinator ensures Information provided at meetings.
 - Translating services are provided.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL?

3. How do you evaluate the needs of parents?

By providing the following systems

 - Through surveys
 - Letters of information ex. School Calendar
 - School Messenger
 - Telephone
 - Meetings
 - Engrade

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)	0													0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P							700	695					

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B													
	I													
	A													
	P							700	695					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		3			3
7	1	3			4
8	2				2
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			3						3
7			3	1					4
8			2						2
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	1								1
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. SMMS is a small school that is providing the support for ELLs according to NYS guidelines. The ESL program is being developed in regards to ELL student needs.
2. At this time the ELL students are at a P score in NYSESLAT. In moving forward to attain A the ESL teacher is working with the Humanities team to ensure that content area is delivered to ELL using ESL methodologies.
3. Instructional decisions are taken into consideration by maintaining open lines of communication as to assessment, the need to develop the four language modalities plus scaffolding of language. Students participate and are being guided to work towards academic autonomy by the use of planners, portfolios and the use of various websites.

4.N/A

5N/A

6.

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.

Student progress is measured using a variety of tools. Assessment is ongoing by using tests, portfolios that are driven by standards yet fulfill individual needs. It is essential to take into consideration the process of language acquisition. Monitoring student usage of English in formal and informal settings is a key in developing the curriculum. Student's oral and written texts should reflect the usage of both language acquisition and the writing process.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ingrid Thomas-Clark	Principal		12/1/11
David Ackerman	Assistant Principal		12/1/11
Pamella Ferrari-Easter	Parent Coordinator		12/1/11
Alba Ruginis	ESL Teacher		12/1/11
Yvonne Milton	Parent		12/1/11
Kathryn Morrow	Teacher/Subject Area		12/1/11
Steven Norville	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Evan P. Campbell	Guidance Counselor		12/1/11
Patrick Montesano	Network Leader		1/1/01
Michelle Patrovani	Other		12/1/11
	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: 18K366 **School Name:** Science and Medicine Middle School

Cluster: 511 **Network:** fhi 360

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

Part A: Needs Assessment Findings

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

our objective at SMMS is to provide a comprehensive translation service that enables parents to understand via their role and function in their children's education. Our translation unit will translate important documents from our school and the DOE. Not only will our parents be involved but they will be able to share and participate in parent-school accountability process. They will continually have access to information about their children's achievements and needs.

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

We will use funds to:

- a. Educate and inform parents of learning opportunities to help their children
- b. Encourage and increase parents' participation in school activities
- c. Sharpen parents' understanding of academic standards, assessments, and tests
- d. Provide information about approaches to increasing achievement
- e. Communicate information about the school's academic program

For that purpose, our translation unit will have three staff members: Secretary, paraprofessional, and teacher..

Part B: Strategies and Activities

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

SMMS believes that the parent/guardian of the ELLs are the integral part of their child's education. With assistance of parent coordinator, other staff, and special programs, parents are encouraged to actively participate and be involved in their child's education. The school will provide oral and written translations so as to meet the needs by sending the appropriate translation to each parent. Written translation materials will be provided by in-house school staff

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.

With the use of the interpretation machine and staff interpreters during parental meetings, parents will express comprehension by verbal responses and participation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The translation unit shall identify documents which are distributed electronically, communicating to all parents within a city or a region which contain critical information regarding their child's education including and not limited to: Registration; Standards of performance (e.g. standard text on report cards); Conduct, safety, and discipline; Special education and related services; Transfers & Discharge

