



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MIDDLE SCHOOL 381 – THE MIDDLE SCHOOL FOR THE NEW MILLENNIUM

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K381

PRINCIPAL: MARY A. HARRINGTON

EMAIL: MHARRIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. RHONDA DAWN FARKAS, ED.D.

09-20-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

You must provide a minimum of 10 member’s names. The signed copy of this page is to be kept on file at the school. An additional copy could be faxed to CFN 602 for safe keeping.

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
Mary Harrington	*Principal or Designee	
Maura Fiquet	*UFT Chapter Leader or Designee, Parent	
Bart Frasier	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative, if applicable	
Not Applicable	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carolyn Cooper	Member/Parent	
Lauren DePrisco	Member/ SLT Chair Person	
Amy Zweig	Member/Teacher	
Linda Frohlich	Member/Teacher	
Marian Zak	Member/Teacher	
Loudmile Lasker	Member/Parent	
Sandra Andrea	Member/Parent	
Mrs. Johnson	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

- According to the New York State School Accountability 2011-2012 Report Card, for M.S.381, “the all students group did not make adequately yearly progress in ELA, Math, and Science.” (NYS Accountability Report 2011-2012, pages # 5,8,11)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- **By June 2013 School leadership practices and decisions, including systems and structures for development relative to the academic progress of students with disabilities will continue to be monitored and revised which will result in 100% of teaching staff having taken part in 6 cycles of actionable feedback aligned with a research based rubric.**

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:

As is true for all New York City public schools for 2012-13, Danielson’s Framework for Professional Development of Teachers has been adopted at MS381. Emphasis in all classrooms serving students with disabilities is placed on (1e) Cohesive Instruction, (3b) Questioning and Discussion, (3d) Assessments Practices.

- Administration will implements the short cycles of observation by observing their specialty areas of subject and teachers. Specifically Assistant Principal Agard supervises Grade 7 and English Language Arts, Assistant Principal Furlong supervises Grade 8 and Mathematics Assistant Principal Norton supervises Grade 6 and Social Studies and Science, and Principal Harrington supervises Special Education.
- We will utilize systems and structures for development and sustained academic progress for all students groups overtime.
- Utilize resources in Aris Community specifically targeted for incorporating differentiated strategies for Students with Disabilities.
- Ensure that UDL principles and strategies are incorporated in lesson planning and implementation.
- All Special Education students participate fully with their age peers in our School of One Mathematics program. The program is a mastery learning system which addresses individual weaknesses through visual learning, lap top use, and online mentors.

b) Key personnel and other resources used to implement these strategies/activities:

- Assistant Principals Norton, Agard and Furlong work with teachers in all core subject areas who serve students with disabilities. These include Special Education and general education teachers of students receiving instruction in a mainstreamed environment.

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:

Targets relative to students’ academic progress will be identified from the 2011-12 School Report Card.

- Common Planning scheduled for all subject areas and grades where Special Education Teachers participate and assist in the implementation of UDL practices.
- Network Professional Development for Assistant Principals for Danielson Framework, Teacher Effectiveness Intensive from Central, IEP Teacher Amy Zweig attended Special Education Liaison Network Meetings, and ICT Teachers attended Network Ambassador Meetings for ELA and Math.
- Although the School of One does not have a system for progress tracking, MS 381 staff, have worked with New Classrooms Inc. to design data reports for teacher and parent use tracking progress. We will continue monitoring and revising the system.
- Attached to this SCEP is MS 381's Professional Development Plan which is aligned to our findings from the short cycles of feedback.
- During the frequent cycles of feedback we will continue to emphasize high order thinking and rigorous work habits by documenting evidence that supports more student to student discussion and questioning (Accountable Talk).

d) Timeline for implementation:

By December 2012, offsite and onsite (Round 1) training of all M.S.381 school administrators will be carried out in collaboration with the New York City Department of Education Teacher Effectiveness Intensive Program.

By February 2013, all M.S. 381 school administrators will utilize NYCDOE Teacher Effectiveness Intensive Program tools for informal snapshot observations.

By June 2013, all M.S.381 school administrators will utilize NYCDOE Teacher Effectiveness Intensive Program tools to provide teachers with targeted feedback following formal observations and informal snapshot observations.

Budget and resource alignment

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

Other: **YES**; New York City Department of Education Division of School Improvement Teacher Effectiveness Intensive Program

Tax Levy **YES** Title IA Title IIA Title III Set Aside Grants Participant

- **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).
 - CFN network workshop support for principal's & AP's 1x per month.
 - TEP program for All teachers 2x per year per year provided by Central
 - Professional development provided to All teachers for 6 hours per year by leadership on Teacher Effectiveness

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

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

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

Major Recommendation:

- According to the 2010-11 New York City Progress Report, the school received a D in student progress - 21.1 credits out of 60 possible points (NYC Progress Report 2010-2011 page # 2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, CCLS aligned rigorous performance tasks will be designed and implemented by 100% of core subject area teachers for all students in grades 6, 7, and 8 as evidenced by review using the DOE Materials Review Rubric, and an increase in student performance between BOY & EOY Performance Task Data.

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:** The research based instructional strategies and activities that will be used to achieve the goal of cohesive curricula alignment, will include the following:

In order to address this need we will bolster our curriculum through the creation of rigorous CCLS aligned Performance Tasks that are embedded in units of study for all curricular areas.

- During common planning in all major subject areas will create CCLS aligned lesson plans that promote higher-order thinking skills in all groups of students.
- During content specific/vertical inquiry meetings, all teachers will follow an inquiry protocol to analyze student data such as; periodic assessments, and benchmark performances tasks, to locate gaps and trends in student learning and to inform instructional decisions to identify and formulate grouping for student needs.
- Teachers will create CCLS aligned unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the CCLS that meet the needs of all students so that they are able to achieve at higher rates.
- Teachers will apply DOK to all instructional and Performance tasks thereby aligning teacher made assessment to the Park exam.
- Teachers will apply UDL methods and strategies to their CCLS aligned Curriculum maps and plans to ensure rigor and multiple entry points for all students.
- Rigorous questions and activities embedded in the Maps will be reviewed by utilizing the DOE Materials Review Rubric
- MS 381 participates in *School of One*, a program that streamlines data in mathematics for teachers to benchmark performance and guide their advisory sessions thereby offering highly individualized Mathematics program in a Blended Learning setting.
- ELA and Math Ambassadors will turnkey CCLS information received from Network 602 CCLS training sessions

b) Key personnel and other resources used to implement these strategies/activities:

- These activities are coordinated by members of the MS 381 professional community including, the principal, assistant principals and teacher leaders.
- Administration will support teachers in this endeavor; Principal Agard supervises Grade 7 and English Language Arts, Assistant Principal Furlong supervises Grade 8 and Mathematics, Assistant Principal Norton supervises Grade 6 and Social Studies and Science, and Principal Harrington supervises

Special Education.

- ELA and Math Ambassadors will turnkey CCLS information received from Network 602 CCLS training sessions
- All subject area teachers are required to create and revise curricula maps and implement performance tasks.

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:

- Teachers will use CCLS aligned formative data throughout the implementation of the unit of study the task is embedded in, to identify trends and patterns to regroup students and revise plans of action and student goals.
- Teacher will analyze data from CCLS aligned BOY Performance Task assessments to ascertain growth over time when compared to Middle and End of year Performance Task data. This data will allow teachers to further adjust units of study to match the instructional needs of all students and the shifts the CCLS call for.
- Collaborative planning among all subject teachers will allow teachers to have an involvement in the decision making process with regards to the academic assessment.
- Teachers will offer consistent formative feedback for students throughout the unit studies which will provide students with a greater understanding of why they are engaged in their tasks, and how to enhance their learning.
- These activities are coordinated by members of the MS 381 professional community including, the principal, assistant principals and teacher leaders.

d) Timeline for implementation:

- September 2012- June 2013

Budget and resource alignment

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

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

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

- **Service and program coordination** 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).
- CFN network workshop support for principal's & AP's 1x per month.
- School of One provides daily job- embedded PD

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

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:

- According to the 2010-11 New York City Progress Report, the school received a D in student progress - 21.1 credits out of 60 possible points (NYC Progress Report page # 2)

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

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- **By June 2013 a schedule will have been carried out by which 100% of teachers will have participated in weekly inquiry team meetings evidenced by agendas, attendance sheets and revised units of study/curriculum maps**

- **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 –

- The principal will hold tri annual data meetings with each teacher to establish growth patterns for designated students and sub groups.
- ELA Teachers will create a data capture system which will track growth percentiles for Performance Tasks along a continuum of time and align it to reading benchmarks
- ELA teachers will benchmarked lexile levels for targeted SWD
- Math teachers utilized daily exit slips in order to plan advisory, conferences with students
- Math teachers analyzed mastery of sub skills in related math concepts and planned instruction accordingly
- Teachers will receive formative feedback from frequent cycles of observation to ensure growth in implementation
- The creation of a schedule that will provide unified meeting time for all teachers to analyze data to surface gaps in order to ensure higher levels of student performance.

b) Key personnel and other resources used to implement these strategies/activities –

- The principal, Assistant Principal and MS381 teachers will work collaboratively to design school-specific tools to accomplish MS381 goals.

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 –

- 100% of Teachers will take part in three annual meeting with the Principals to evaluate growth patterns.
- Informal (snapshot) and formal observation reports and conference logs will provide evidence that teachers are improving their practices over time.

d) Timeline for implementation –

-By December 2012 all MS381 teachers will be familiarized with the Danielson Framework and formally observed by assigned school administrators. Informal observations including snapshot assessments will also be carried out for all teachers. In addition teachers will participate in one on one data meetings with the Principal.

-By February 2013 all MS381 teachers will participate in 1-on-1 effectiveness conferences with assigned supervisors using Danielson Framework tools and resources. In addition teachers will participate in one on one data meetings with the Principal.

-By June 2013 all MS381 teachers will utilize effective practices relative to cohesive instruction (1e); questioning and discussion (3b); and (3d) assessment in their classrooms. In addition teachers will participate in one on one data meetings with the Principal.

Budget and resource alignment

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

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

Other: NYC Teacher Effectiveness

Tax Levy **YES** Title IA Title IIA Title III Set Aside Grants Intensive

- **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).
- Fiscal and human resources will be coordinated so as provide staff members with frequent and targeted feedback regarding the use of effective strategies. Assistant Principals Norton, Agard and Furlong observe and supervise teachers of Social Studies/Science, Mathematics, and English Language Arts, respectively for the current school year.
- A parent and teacher trip on May 11, 2013 has been arranged to the 9/11 Memorial related to the Social Studies curriculum. Funds scheduled in non-contractual services will pay for staff admission: admission fees for 10 teachers.
- We will allocate in teacher per diem for two teachers, 44 days per teacher (one ELA and one Mathematics) to provide intensive, small group instruction for students with greatest need (Levels 1 and 2). Additionally, we will provide intensive instruction for students with disabilities. Two teachers, two days per week, February 1st through June 2013.
- We will allocate funds in Supplies General to purchase instructional supplies that will support our Academic Intervention program for students with greatest needs (Levels 1 and 2). These supplies will consist of test prep materials purchased through Houghton-Mifflin and Curriculum Associates (Core Mathematics for Middle School and Ready NY). These supplies will be used by the per diem AIS teachers hired (see the previous bullet).
- All teachers of English Language Arts and Mathematics in grades 6 through 8 teach an additional period (outside their contractual teaching load) daily. This additional period occurs during a contractual preparation or administrative period, and so they must be compensated. 9 teachers, 1 period per day, 5 days per week, for 22 weeks. (1,000 coverages)

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:

- According to the 2011-12 NYC Quality Review Report for M.S.381 “guidance supports are not fully integrated, thus missing further maximizing student potential.” (NYC Quality review Report 2011-2012 Page # 6)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- **By the end of June 2013 there will be a decrease in ORRS reported student incidents**

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 –

Throughout the 2012-13 school year, multiple initiatives and partnerships to enhance guidance supports for students will be carried out to ensure full integration of guidance supports.

- SWD exhibiting guidance needs, including those mandated on IEPs, are met by Guidance Counselor, Rebecca Jompulsky.
- We partner with the Sports and Arts Foundation and Urban Leaders Initiative to carry out social and emotional development programs Monday through Friday. Students are rewarded for improved and sustained positive behavior.
- MS381 implements a ladder of discipline including SAVE removal and in-house suspension programs.
- MS381 participates in Respect for All Program activities.
- Students and staff are fully versed in the NYC Discipline Code and adhere to the guidelines therein.

b) Key personnel and other resources used to implement these strategies/activities –

- Assistant Principals play a pivotal role in maintaining a positive climate for learning. They follow students throughout the three year sequence of junior high school experiences at MS381.
- Students' needs are also met by the Guidance Counselor.
- Family assistance is provided by Parent Coordinator, Michelle Turner.
- Staff involved in after-school programs includes both MS381 and Sports and Arts Foundation or Urban Initiative staff.

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 –

- Tri annual analysis of Orr's report
- In addition students' social and emotional health will also be assessed to include attendance reports, and informal surveys.

d) Timeline for implementation –

On going- mandated and at risk/urgent services are provided throughout and beyond the school day and year.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) **YES** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
Title IA
 Tax Levy **YES** **YES** Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- **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).
- Fiscal and human resources are coordinated in consultation with Community School District 22, Children's First Network 602, the New York City Department of Education Office of School Safety and Youth Development
- Funds will be used to fund 8% of the salary of our guidance counselor to provide non-mandated behavioral support and parent outreach.

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

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

Major Recommendation

- According to the 2011-12 School Quality Review for M.S.381, the school should “increase support for parents to understanding student data and promote informed parental involvement in school decision making”. (Quality Review 2011-2012, page # 6)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Members of the M.S.381 school community will use data sources to inform decisions relative to student achievement including those available to parents on the New York City Department of Education website, the New York State Education Department website, and the School of One parents’ portal.

Strategies to increase parental involvement and engagement

a) Strategies/activities that encompass the needs of identified student subgroups –

- After school community based programs are available to student daily from 2:30 to 5:30 p.m. All students are encouraged to participate. All parents are encouraged to be involved in their child’s education.
- School leadership team and Parents’ Association meetings are held monthly to increase parent involvement in school decision making.
- Curriculum and Data workshops for parents will be carried out by the Parent Coordinator throughout the Spring term.

b) Key personnel and other resources used to implement these strategies/activities –

- The Sports and Arts In Schools Foundation began in our school in September 2012 after M.S.381 successfully competed for a grant from that organization.
- The Urban Leaders Initiative/Girls for Gender Equity Program began at the school in the 2011-2012 school year and has been involving parents and students in leadership opportunity ever since.
- M.S.381 staff members Patrick Lawler and Amy Zweig serve as coordinators for these family and community programs.
- The School Messenger system will continue to assist in maintaining direct communication with students’ families.

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 –

- After school program participation and effectiveness is evaluated annually by program-specific university evaluators.
- Our School of One Program, for example, will be evaluated by Columbia University educational researchers.
- Parent and student surveys are completed annually to assess school community and outreach.

d) Timeline for implementation –

- Two yearly required parent teacher conferences as well as four interim progress reports are a direct line of communication between teacher and parent. Additional monthly meetings of school leadership team and parents’ association meetings are another way that parents are informed of their students’ education and learning opportunities.

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 **YES** Title IIA Title III Set Aside **YES** Other-describe here: _____

Service and program coordination

• **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).

These activities are coordinated by community based organizations as well as members of the M.S. 381 professional community.

A parent and teacher trip on May 11, 2013 has been arranged to the 9/11 Memorial related to the Social Studies curriculum. Funds scheduled in non-contractual services will pay for parent admission: admission fees for 28 parents.

We will purchase a portion of our School Messenger Service to increase parent engagement. Telephone and Communication funds will be set aside in our Galaxy budget.

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.).
Language Arts	Small group intensive instruction (pull-out services)	Small group, one on one, and tutoring services as per individual student's demonstrated needs.	During the school day; per diem staff to provide.
Mathematics	Small group intensive instruction (pull-out services)	Small group, one on one, and tutoring services as per individual student's demonstrated needs.	During the school day; per diem staff to provide.
Science	Supplemental laboratory periods prior to the Grade 8 written and performance examinations.	Small group instruction for students with special needs.	During the school day; science teacher to provide.
Social Studies	Supplemental classes to complete required exit projects in Grade 8.	Small group instruction for students with special needs.	During the school day; social studies teachers to provide.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated and urgent services.	One on one, small group and/or push-in guidance services to all at risk students.	During the school day; guidance counselor to provide.

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.

One hundred percent of teachers appointed to Middle School 381 have completed all New York State eligibility requirements. Two teachers (Sharon O'Leary and Lynn Weiss) have been teaching at the school less than one year and are pursuing their Masters degrees in Education at this time.

Strategies for the recruitment, retention, assignments and support of all professional staff are in place.

Middle School 381 Principal, Mary Harrington, in consultation with appropriate New York City Department of Education staff, have been effective in maintaining a high level of professionalism at the school.

Middle School 381
PARENT INVOLVEMENT POLICY (PIP)

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 MS 381, 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. MS 381'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. MS 381 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;

MS 381'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 MS 381.

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;

MS 381 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference; which was held on October 26th, 2012
- 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

MS 381, 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz /Julia Bove	District 22	Borough Brooklyn	School Number 381
School Name Middle School 381			

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

Principal Mary Harrington	Assistant Principal Victoria Hippolyte-Agard
Coach Victoria Rekheler, TESOL	Coach type here
ESL Teacher Viktoriya Rekheler	Guidance Counselor Rebecca Jampulsky
Teacher/Subject Area type here	Parent Lorraine Williams
Teacher/Subject Area type here	Parent Coordinator Michelle Turner
Related Service Provider type here	Other Jose Delacruz
Network Leader Julia Bove	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	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	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	2	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	390	Total Number of ELLs	16	ELLs as share of total student population (%)	4.10%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

In order to identify those students who may possibly be ELLs our school is 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. An experienced ESL teacher, Ms. Rekheler, who is bilingual, is the person who conducts the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment.

The New York State English as a Second Language Achievement Test (NYSESLAT) is being used annually to evaluate ELLs. This test is given to the students at the end of each school year. ELLs take NYSESLAT in groups in four different sessions that include listening, speaking, writing and reading. The transition from one level to the next is made according to the scores of this test.

While identifying ELL students to be serviced in the ESL instructional program, the ESL teacher reviews each candidate's exam history, and, if necessary, the formal initial assessment (LAB-R) is given. After collecting the test results, if a student is eligible for the program, the ELL teacher contacts the parents for a meeting. When the Program Selection form is returned, the parents are notified in their native language that their child was identified for the ESL instructional program.

MS 381 ensures that parents understand all three program choices: Transitional Bilingual, Dual Language, and Free Standing ESL. Parents of newly enrolled LEP students are provided with orientation session where standards, assessments, school expectations, and general requirements for ELL program are discussed. Those meetings are held on a school day according to teacher/parent agreement. Parents are sent letters where the available time for the meeting is indicated. The ESL teacher contacts the parents over the phone if there is no response to the letter. Within the sessions the ESL teacher provides information verbally, and with the help of a video in the native language of the parents. If verbal translation is necessary a translator is provided.

Our school ensures that entitlement letters are distributed, and Parent Survey as well as Program Selection form is returned. The ESL teacher is responsible for distributing and collecting all the documents from the above.

There is only a Free Standing ESL program in our school. Therefore, we inform parents that if the Program Selection form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154, and the student may be transferred to a school where the program is available. After the student is identified for placement in the ELL instructional program, he/she is assigned to a group based on one's language proficiency (Beginning, Intermediate, or Advanced level.)

All of ELLs receive the mandatory minutes of instruction in ESL such as, Beginners and Intermediates- 360 minutes per minute, Advanced – 180 minutes per week. The parents

The parents of ELLs are informed about their children’s placement. Additional communication with parents in their native language is scheduled, if necessary.

After reviewing the Parent Survey and Program Selection forms for the past few years, we can conclude that all of the parents have chosen a Free Standing ESL program for their children that is offered in our school.

One of the criteria to determine what instruction the ELLs receive in ESL, is the NYSESLAT test. The ESL teacher analyses their scores in the writing, reading, listening, and speaking parts of the test. Based on that, students receive different target instruction during ESL lessons as well as in other subjects.

We evaluate the success of our program for ELLs based on the results of formal and informal assessment tests as well as the students’ performance across the curriculum.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	3

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	2	0	6	1	1	3	0	0	16
Total	7	2	0	6	1	1	3	0	0	16

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							2	3	3					8
Chinese							0	0	0					0
Russian							0	0	1					1
Bengali							0	0	1					1
Urdu							0	1	0					1
Arabic							0	0	0					0
Haitian							0	1	0					1
French							1	0	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	1					2
Yiddish							0	0	0					0
Other							0	1	0					1
TOTAL	0	0	0	0	0	0	4	6	6	0	0	0	0	16

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

This Section for Dual Language Programs Only

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

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	2					8
Chinese							0	0	0					0
Russian							0	0	1					1
Bengali							0	0	1					1
Urdu							0	0	0					0
Arabic							0	1	0					1
Haitian							1	0	0					1
French							0	1	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	1					2
Other							0	1	0					1
TOTAL	0	0	0	0	0	0	4	7	5	0	0	0	0	16

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?

Paste response to questions 1-7 here

There is a Freestanding ESL pull-out program in M.S. 381. The ESL students receive the mandatory minutes of instruction in ESL such as: beginners and intermediate – 360 min. advanced – 180 minutes a week. The transition from one level to the next is made according to the scores of NYSESLAT that takes place at the end of each school year. All ELL's take content area state tests, excluding ELA. The program offered at our school aligns with what parents have been requesting.

In our school, forming ESL program, we follow the Heterogeneous model. ESL instruction is based on four modalities: Reading, Writing, Listening and Speaking. The weakest one for all ELLs is writing. During lessons, students participate in small groups, task-oriented activities that guide the production of language both in verbal and written form. They use textbooks, library and instructional materials that are aligned with the school's core curriculum and reflect language of instruction.

The school has implemented an instructional program that regularly ensures continuity of instruction and language development. Teachers scaffold academic language throughout the curriculum to assure students' participation in content areas. They use visuals to support students' understanding.

The balanced literacy model with appropriate language development supports is used for ESL as well. The stories that are based on the students' culture help to connect to their prior experience. The instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long terms ELL's, beginner, intermediate and advance proficiency levels. This school year we do not have SIFE students. Long-term ELLs are getting mandatory minutes of instruction in ESL along with additional help in content areas. For newcomers teachers model the use of language in ways in which students could participate. Language functions, language structures, and vocabulary lessons are planned as part of every topic. We provide students who are less proficient in language the necessary time to interact with those who are more proficient. However, newcomers are guided by the ESL teacher throughout the whole lesson. The special education students that participate in the

A. Programming and Scheduling Information

program are able to work with their classmates according to their level of English proficiency. At the same time they receive rigorous instruction on the topic of the lesson. The students that have reached the proficiency level, those who scored out of the program, continue getting help across the content areas.

Within our regular professional development and common preparation periods we work collaboratively planning our lessons and evaluating students' work and data to ascertain the language and cognitive demands of tasks aligned to standards. Ongoing assessment strategies such as portfolios, tests and different kind of assignments are used to determine students' success or weakness. In our collaborative planning we assure that students' language proficiency grows increasingly more complex. Our teachers are experienced and fully certified that promote student academic and social development.

Our school plans activities in family, cultural and language background of ELL students to celebrate and include them in the school community and to educate staff about its diverse student population. There are sustained activities for informing and orienting parents about the LAP.

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

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?

Paste response to questions 8-17 here

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

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

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
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													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
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.

Paste response to questions 1-6 here

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		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)
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 22K381 **School Name:** MS 381

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

M.S. 381's Home Language Report (RHLA) 2011-2012 revealed that immigrant students speak the following primary languages: Spanish-8 students, Russian -2 students, Haitian Creole -2 students, Bengali -1 student, Albanian -2 students, Erdu-1 student and Jordan -1 student. Within a few days of a student's enrollment, the school determines the primary language spoken by the parent of each student enrolled in the school and provided appropriate and timely language assistance to effectively communicate with teachers, guidance counselors, school nurse, parent coordinators or other school staff regarding critical information about the child's education.

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.

In order to determine our school's written translation and oral interpretation needs, the certified ESL teacher first reviews the ELL students' Home Language Reports, conducts informal interviews with the parents of new ELL admits through parent orientation at the beginning of the school year, as well as throughout the school year as other new students get admitted. Family primary language is maintained by the school and can be accessed via ATS, as well as on the students' emergency card. For the year 2011-2012, M.S. 381 has approximately 75% of parents require native language translation. These parents require translation of documents regarding, but not limited to students' specific school information: a) health b) safety c) legal or disciplinary matters d) entitlement to public education or placement in any Special Education English language learner or non-standard academic program. They also require oral interpretation assistance in order to communicate with school staff and school officials regarding critical information about their children's education.

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.

In order to address the identified ELL needs indicated in Part A, the school provides parents with translated versions in different languages for the Home Language Identification Forms, parent brochures and surveys, Program Selection Forms, and Parent Notification Forms. Language translation and/or interpretation assistance is offered in Russian and Spanish. Other languages not available in the school are provided by an outside vendor.

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.

M.S. 381 provides oral interpretation services to parents who request such service in order to communicate with school officials and staff regarding pertinent information on their child's education. Such interpretation service is provided by onsite school staff in the following languages, Spanish and Russian. Interpretation in other languages is provided by an outside vendor.

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>.

M.S. 381 will fulfill Section VII of the Chancellor's Regulations A-663 in the following ways:

1. Post signs in each of our students' native languages in a conspicuous location at or near the school's primary entrance,.
2. Provide parents with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Parents may also be directed to the following website to access translated versions of this document in various languages: <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
3. M.S. 381's School Safety Plan will include procedures that will allow parents in need of language access services to contact the school's administrative office when issues concerning their child's safety is of concern, and thus not limit them solely because of language barriers.