



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **THE BERGEN UPPER SCHOOL, M.S. 571**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **13K571**

PRINCIPAL: **SANTOSHA TROUTMAN**

EMAIL: **STROUTM@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MS. BARBARA FREEMAN**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Santosha Troutman	*Principal or Designee	
N/A	*UFT Chapter Leader or Designee	
Dwayne Fernandez	*PA/PTA President or Designated Co-President	
Ann Johnson	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gernaese English	Member/Parent	
Agnes Lewis	Member/Parent	
Athanasios Dinis	Member/Teacher	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- 1 Increase the percentage of students performing at proficiency on the state ELA and Math exam by 5% by June.

Comprehensive needs assessment

- Improving student performance in order to meet the rising effective AMO Deepen students' content knowledge and achieve positive gains on the New York State ELA and Math exam by decreasing level 2's by 5% and levels 3/4 by 5%.

Instructional strategies/activities

- a) Weekly cabinet meetings
- b) Saturday Academy
- c) Common planning periods at 3 times a week
- d) More professional development with math and the CCSS weekly with instructional specialist
- e) Students will know their scale scores and the number of points to the next level
- f) Support from the network
- g) Teacher made assessments
- h) Predictives
- i) Acuity
- j) Performance series
- k) Benchmark assessments
- l) Targeting specific skills and performance indicators that students are weak in

Differentiation using the performance series

Identifying the lowest one-third, overage-aged, at-risk, at grade level and advanced

Strategies to increase parental involvement

- Interactive Workshops (Aris)
- Computer classes (basic)
- Professional Development (testing, H.S. application process etc.)
- Network support
- Administration support

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.

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

If other is selected describe here:

Service and program coordination

Please note some of the allocations are listed more than once or have a large amount. The allocation will be split to fund programs.

- Looking at data (data specialist) ARRA \$2178
- AIS Success grant Title 1 \$16,500
- AIS materials Title 1 \$16,500
- AIS Saturday Academy Per-session Title 1 \$16,500
- Parent workshops Title 1 1% \$790
- IEP,SETTS, SESIS per-session Title 1 \$16,500
- Reading materials TL NYSTL library books \$531
- Reading materials TL NYSTL textbooks \$1981
- Supplies TL Fair student funding \$385,013

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

- Promoting a positive climate for the school among staff, students and administration by June 2013.

Comprehensive needs assessment

Staff, student, parent incentives. PD on having a positive climate. Improving teacher quality, effectiveness, climate and tone specifically because the school is closing. We will look at suspensions and all safety issues to have plans in place.

Instructional strategies/activities

- More communication between administration and staff
- More celebratory engagements among staff
- Professional development dealing with school climate and culture

Strategies to increase parental involvement

- Attendance dinners
- Awards ceremony
- Interactive Workshops
- Parent/staff surveys
- Breakfast with the principal
- Family movie night
- Parent/staff celebrations
- Parent/staff night out
- Parent/staff book club
- Computer classes (parents, basic)
- Workshops on culture and climate
- Open Houses
- Frequent parent meetings

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.

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

If other is selected describe here:

Service and program coordination

Please note some of the allocations are listed more than once or have a large amount. The allocation will be split to fund programs.

- Violence prevention TL Fair student funding \$385,013
- Respect for all TL Fair student funding \$385,013
- Nutrition meetings TL Fair student funding \$385,013
- Counseling TL Fair student funding \$385,013
- AIS TL Fair student funding \$385,013
- SETTS TL Fair student funding \$385,013
- Bullying TL Fair student funding \$385,013
- Safety in the school (drills)

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

- To design teacher teams in Math and ELA to address the Common Core with use of tasks each teacher will create two tasks in their subject area to meet CIE by June 2013.

Comprehensive needs assessment

- Improving teacher quality, effectiveness, and student performance. Teachers will look at student work and align it to the CCSS by presenting tasks in their subject area.

Instructional strategies/activities

- Professional development around the CCSS in house and outside
- Support from the network around the CCSS
- Common planning meetings 3 times a week
- After school groups studies around the CCSS

Strategies to increase parental involvement

- Interactive Workshops (Aris)
- Parent surveys
- Computer classes (basic)
- Workshops around the Common Core
- Professional development (testing, H.S. application process etc.)

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.

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

If other is selected describe here:

Service and program coordination

Please note some of the allocations are listed more than once or have a large amount. The allocation will be split to fund programs.

- Professional development for staff Title 1 SWP \$77,215
- Parent workshops Title 1 1% \$790
- Professional development for admin. TL Fair student funding \$385,013
- Network Support TL Network Support \$34,000
- Supplies TL Fair student funding \$385,013

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Continue to improve student attendance by reducing the chronic absence children by 5% and increased the improved children by 10% by June 2013.

Comprehensive needs assessment

- Improving attendance rates by 2% with incentives to help increase attendance by looking at prior years attendance. (ex. 2010-2011 83.4% as compared to 2011-2012 83.5%)

Instructional strategies/activities

We are part of the Mayor's Truancy Task Force

- Weekly attendance meetings
- Attendance teacher (home visits)
- Attendance incentives
- Attendance Awards
- Attendance Celebrations
- Attendance trips
- Attendance recognition board
- Money for incentives
- Success mentors that have adopted at least 10 children each
- School messenger to report lateness or absences
- Monthly absence/lateness letters to parents
- ATS attendance reports (school-wide)
- ATS attendance reports (individual students)
- Attendance outreach
- Recognition board
- Each child is assigned a mentor

Strategies to increase parental involvement

- Attendance dinners
- Awards ceremony
- Interactive Workshops
- Parent surveys
- Breakfast with the principal
- Parent celebrations
- Parent night out

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.

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

If other is selected describe here:

Service and program coordination

Please note some of the allocations are listed more than once or have a large amount. The allocation will be split to fund programs.

- Morning wake up calls school messenger TL Fair student funding \$385,013
- Attendance meetings with students AIDP \$3,000
- Enrichment activities Title 1 \$16,500
- Network Support TL Network Support \$34,000

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Establish regular cycles of teacher observations based on Teacher effectiveness and Danielson rubric by June 2013.

Comprehensive needs assessment

- Frequent observations formal and informal

Instructional strategies/activities

- Teachers will be observed at least once month
- Teachers will be provide with feedback within a week
- Ongoing classroom walkthroughs
- Teachers will have several observations (formal/informal) by the end of the school year
- Provide PD for the principal and assistant principal on teacher observations
- Provide timely feedback to teachers within 4 days
- Provide support to teachers after observation and feedback are given
- Conduct observations on a regular basis by administration
- Support teachers with different ways improve instruction based on observation feedback
- Agendas from professional development
- Teacher survey results % from prior year
-

Strategies to increase parental involvement

- Interactive Workshops
- Parent surveys
- Breakfast with the principal
- Parent celebrations
- Parent night out
- Computer classes (basic)

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.

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

If other is selected describe here:

Service and program coordination

- Observation forms Supplies TL Fair student funding \$385,013
- Observation templates TL Fair student funding \$385,013
- Feedback forms TL Fair student funding \$385,013
- PD around the observation process TL Fair student funding \$385,013
- Network Support TL Network Support \$34,000

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Benchmark assessments	Performance series Saturday Academy (small group) AIS push-in/pull out (small group) SETTS	During the school day Weekend
Mathematics	Benchmark assessments	Performance series Saturday Academy (small group) AIS push-in/pull out (small group) SETTS	During the school day Weekend
Science	Benchmark assessments	AIS push-in/pull out (small group) SETTS	During the school day
Social Studies	Benchmark assessments	AIS push-in/pull out (small group) SETTS	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Counseling services (small group)	During school and after-school

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.

Professional Development
Network support
Administration support
Incentives
Career fairs
Open Market
Resume Writing
Interviewing skills

PARENT INVOLVEMENT POLICY (PIP) M.S. 571

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 FOR M.S. 571

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

I. School Responsibilities

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

- using academic learning time efficiently
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and in February:
 - Provide parents with frequent reports on their children's progress. Progress reports will be given out at least 4-5 times a year in between the marking periods.
 - Provide parents reasonable access to staff. Specifically, staff will be available during their common planning periods to meet with parents: Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may volunteer at any given time in their child's class and at the school as a whole. Involve parents in the planning, review, and improvement of the school's parental involvement policy, an organized, ongoing, and timely way. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
- The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
-

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 Mr. Jose Ruiz	District 13	Borough Brooklyn	School Number 571
School Name The Bergen Upper School			

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

Principal Ms. S. Troutman	Assistant Principal Ms. O. Winston-Prosper
Coach	Coach
ESL Teacher Ms. S. Hayward	Guidance Counselor Ms. Denton
Teacher/Subject Area Ms. Baker (ELA)	Parent Ms. Katrina Smith
Teacher/Subject Area Ms. L. Duhaney (Spanish)	Parent Coordinator Ms. Balfour
Related Service Provider Ms. T. Shortt-Ocasio	Other type here
Network Leader Mr. Steven Chernigoff	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	87	Total Number of ELLs	9	ELLs as share of total student population (%)	10.34%
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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. 

ELL Identification Process

1. M.S.571, The Bergen Upper School, is dedicated to serving the needs of our English Language Learners (ELLs)—students who speak a language other than English at home and score below proficient on English assessments when they enter our school. The initial identification of those students who may possibly be ELLs begins during the registration process. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) which is a part of our school registration packet. The ESL teacher conducts an informal interview in English and uses translators to interview parents in the native language, if necessary. The ESL teacher or a pedagogue will assist the parent in filling out the HLIS, along with the translator. The HLIS is given to the parent in their native language if necessary. This survey lets school staff know what language is used in the home. The ESL teacher, Ms. Shondra Hayward, has full certification in English As A Second Language and is primarily responsible for this process from initial screening through formal initial assessment.

If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). This test is administered by the ESL teacher. Performance on this test determines whether or not a child is entitled to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is also given the Spanish LAB to determine language dominance. The Spanish LAB for Spanish speaking ELL's is administered by a Spanish speaking pedagogue in the building. That person is most often Ms. Duhaney, who is the foreign language teacher for Spanish.

Each spring, English language learners at M.S. 571 are given the New York State English As A Second Language Achievement Test (NYSESLAT). This is an annual test that measures the progress of English language learners. All English language learners from sixth through eighth grade are assessed every year to measure their English language proficiency in listening, speaking, reading, and writing and track their annual progress towards proficiency in English.

2. Parent Orientations ensure that parents understand that there are three options and program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for English language learners. The first Parent Orientation is held each fall. Parents and guardians of newly enrolled ELL's are invited to attend the Orientation through a letter and reminder flyer sent home from the school. During the orientation, parents are informed of the different ELL programs that are available. Parents receive materials about ELL programs in their home language, and ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. As new ELL students enroll in school throughout the year, individual Parent Orientations are held as needed. M.S.571 sends letters of placement, entitlement or non entitlement to parents of all students tested for English language proficiency each fall. Parents of students who are newly enrolled ELL's receive an entitlement letter. This letter states that the child has been tested with the LAB-R screening test and scores indicate that the child is entitled to receive English language support services. This letter encourages parents to attend a parent orientation session and select their program of choice for English language support. If the parent indicates that they would like to keep the child in school at M.S.571, where we currently offer ESL services, the parent then receives a placement letter stating that the child's progress will be monitored each spring with the NYSESLAT. Parents of students who were tested with the LAB-R and whose scores indicate that the child is English proficient, receive a non entitlement letter stating

the child will not receive English language support services. Parents of students who received ESL services last year, receive a letter of continued entitlement that explains that their child is tested with the NYSESLAT each spring to measure English language acquisition progress. This letter explains that the child's score on the NYSESLAT indicates that the child still needs to receive English language support services. Parents of students whose scores on the NYSESLAT indicate that the child no longer requires additional support in English, receive a non entitlement/transition letter indicating that ESL services are no longer needed.

3. M.S.571 sends letters of placement, entitlement or non entitlement to parents of all students tested for English language proficiency each fall. These letters are given to each student to take home to parents and a second copy is mailed directly to the home. We keep copies of entitlement letters in our files in the ESL office at the school. Parent Survey and Program Selection Forms are filled out by parents of newly enrolled ELL's at Parent Orientations held throughout the year. Parents are invited to these orientations through letters sent home and phone calls. If parents do not select a program, the student is automatically placed in our ESL program. M.S.571 does not currently have enough native speakers across contiguous grades to meet requirements for bilingual classes.

4. The criteria and procedures to place identified ELL students in programs, begins with the Parent Orientation. At Parent Orientations, parents are informed of their choices for programs that offer English language support. Parents receive materials about ELL programs in their home language, and ask questions about ELL services with assistance from a translator, if necessary. Parent volunteers, who speak various languages, attend these meetings to offer translation support. Parents watch an informative video, created by the NYC Department of Education, in their native language. Parents understand that currently, there are no bilingual classes offered at M.S.571 because we have a very small population of English language learners and do not have enough native speakers to meet the minimums to form bilingual classes. Parents also understand that they can opt for another school in the district, or stay in the ESL program at M.S.571. At the end of each orientation, the ESL teacher collects the Parent Survey and Program Selection Form, which indicate the program that the parent has requested for his/her child. English language learners are placed in programs according to their parents' requests. Copies of placement letters are kept of file at the school. Copies of entitlement letters for students who continue to be entitled to ESL services are also kept on file at the school.

5. The trend in program choice at M.S.571 is the selection of the ESL program. Parents attending an orientation have elected to keep their children at M.S.571 and in ESL. Our program model (ESL) is aligned with parent requests. No parent has requested bilingual services in the school or opted to transfer a student to another program at another school.

6. The program model offered at M.S.571 (currently ESL only) is aligned with the parents choices. We are a small school and do not have the minimum number of students required to open a billingual class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														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	17	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	3	ELLs receiving service 4-6 years	5	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									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	9	2		5	1		3		4	17
Total	9	2	0	5	1	0	3	0	4	17

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

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								3	2					5

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
Chinese														0
Russian														0
Bengali							1	2	2					5
Urdu														0
Arabic							3	3						6
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	8	5	0	0	0	0	17

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?

Programming and Scheduling Information

1. The English as a Second Language (ESL) program at M.S.571 is a freestanding pull out program. The teacher servicing this program is certified in teaching English to Speakers of Other Languages. Instruction is given exclusively in English using ESL methodology in order to foster proficiency and competency in the four modalities of listening, speaking, reading, and writing. Currently, there are 9 students being served in the ESL program. English Language Learners (ELLs) on grades 7 and 8 are grouped according to their level of English language proficiency. The school utilizes 50 minute blocks across eight teaching periods per day. Beginner and

A. Programming and Scheduling Information

Intermediate ELL's receive 360 minutes of support each week. Advanced ELL's receive 180 minutes of support each week. Special Education students are served as per their IEP's. The principal, Ms. S. Troutman, and the assistant principal, Ms. Winston-Prosper, provide supervisory support to the program.

2. Since we have a small population of English language learners, the ESL teacher ensures that the mandated number of instructional minutes is provided according to proficiency levels. Students receive additional minutes and support in English through an instructional technology program, 'On Our Way To English', which is in addition to their regular instructional blocks with the ESL teacher.

3. All of the content areas are explored in ESL through Guided Reading, Shared Reading, Independent Reading, Word Study and Writing activities. The ESL teacher also submits progress reports to classroom teachers of ELLs in order to maintain a level of consistency between classroom and ESL instruction and the integration of language and content. Students also study in the content areas with their classroom teachers who employ visuals, gestures, slower speech and an emphasis on vocabulary to make content comprehensible to English language learners. The workshop model of the Balanced Literacy Program is used as an umbrella approach to foster a variety of ESL instructional strategies that promote communicative and linguistic competence and academic proficiency. Such strategies include Cooperative Learning, which encourages interactive student participation and promotes social and academic language skills.

At M.S.571 we differentiate instruction for our ELL subgroups. One-on-one conferencing is a best practice used throughout the school to research each student and plan academically. Students are grouped by ability and each group is taught a different lesson daily, according to the needs of each group of students. Students with interrupted formal education (SIFE's) are usually working far below grade level standards, even in their native languages. Therefore, these students receive additional time and support beyond the mandated instructional minutes. They also receive more support in the content areas since they tend to be lagging academically in all subjects. Newcomers (in U.S. schools for less than 3 years) also receive additional time and support beyond the mandated instructional minutes. Total Physical Response activities are used in order to accelerate language acquisition through the use of the kinesthetic sensory system. The Natural Approach in which meaningful context is stressed and students strive for communicative fluency is also used as an instructional strategy. In addition, the Language Experience Approach is used allowing language to be acquired by relating it to the experiences and interests of students. The Cognitive Academic Language Learning Approach is used as a vehicle to provide content-based ESL instruction for students at the intermediate, advanced and transitional levels. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners. ELL's reaching proficiency on the NYSESLAT continue to receive transitional support because of close communication between the classroom teacher and the ESL teacher. If a student is struggling academically, he or she will receive support through the ESL program.

4. Children are identified as English Language Learners using the New York State LAB-R. ELL's who are native Spanish speakers are also given the Spanish LAB to assess their abilities in their native language.

5. At M.S.571 we differentiate instruction for our ELL subgroups. One-on-one conferencing is a best practice used throughout the school to research each student and plan academically. Students are grouped by ability and each group is taught a different lesson daily, according to the needs of each group of students. Students with interrupted formal education (SIFE's) are usually working far below grade level standards, even in their native languages. Therefore, these students receive additional time and support beyond the mandated instructional minutes. They also receive more support in the content areas since they tend to be lagging academically in all subjects. Newcomers (in U.S. schools for less than 3 years) also receive additional time and support beyond the mandated instructional minutes. Total Physical Response activities are used in order to accelerate language acquisition through the use of the kinesthetic sensory system. The Natural Approach in which meaningful context is stressed and students strive for communicative fluency is also used as an instructional strategy. In addition, the Language Experience Approach is used allowing language to be acquired by relating it to the experiences and interests of students. Guided Reading is an essential component in our literacy program and it is used extensively to support ELL's receiving service for 4 years and longer. The structure of Guided Reading lessons offers ELL's the support that they need to explore and discuss a wide variety of topics and content while building vocabulary. In addition, these students practice learned strategies within texts on their reading level. The Cognitive Academic Language Learning Approach is used as a vehicle to provide content-based ESL instruction for students at the intermediate, advanced and transitional levels. Each of these strategies is used as a tool to promote linguistic and academic excellence leading to the increase of State assessment scores for English Language Learners.

6. At the present time, we do not have any students with disabilities who are English language learners at M.S. 571. However, the school has several systems in place to investigate the needs of any ELL-SWD who enters the school. These systems include Parent Orientations and staff meetings that therapists, social workers, psychologists, special education and ELL personnel attend. Any ELL-SWD attending M.S.571 would receive instructional strategies and grade level materials appropriate for that student and according to their individual needs. We would also provide access to academic content areas and accelerate English language development using supports unique to that individual, if necessary.

7. Though we do not currently have any ELL-SWDs at M.S.571, we are prepared for such a student to enter our school. Our

A. Programming and Scheduling Information

contingency plan is to form a team composed mainly of support staff to accommodate the needs of the child. School personnel on this team would include teachers, social workers, school psychologists, nurses, speech, occupational and physical therapists. Curriculum, instruction, and scheduling will be adjusted, if necessary, to meet the needs of such students. The students' IEP is the guiding document for such a process. Students in regular and special education are not segregated and students with disabilities would be fully integrated into the school community through flexible scheduling. Our goal would be to keep the student in the least restrictive environment and to make this student feel as welcome and comfortable in our school as possible, while meeting their academic needs.

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

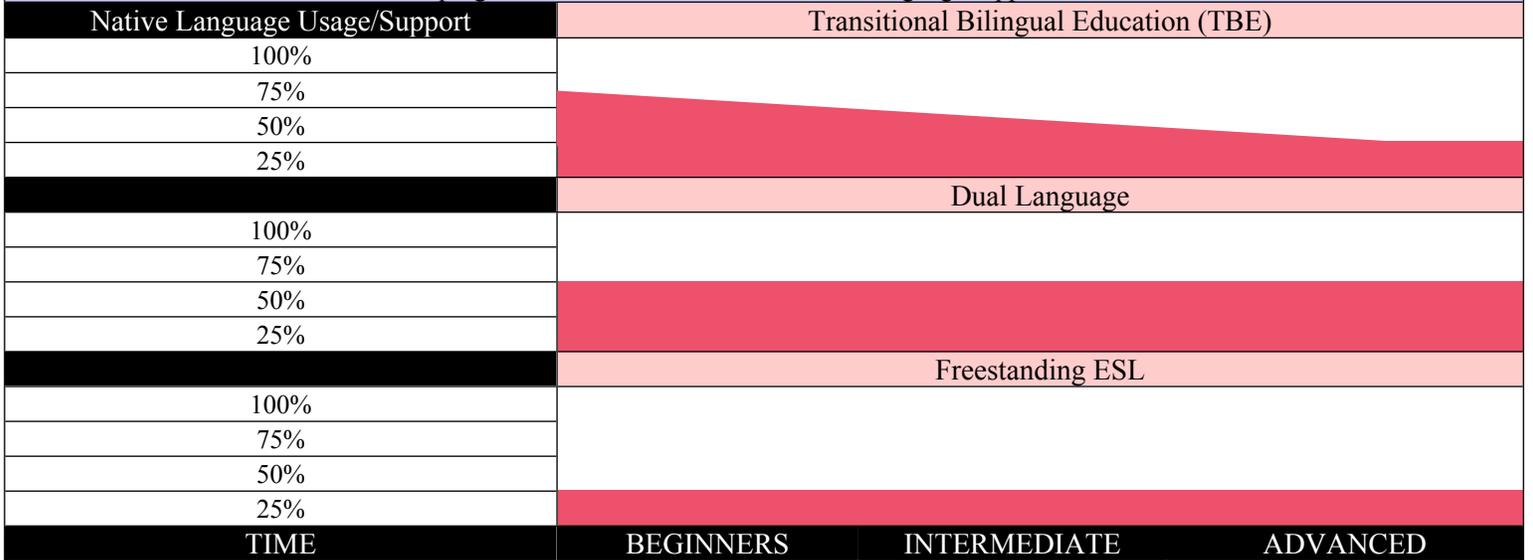
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Programming and Scheduling--Continued

8. Several staff members provide support services to English language learners at M.S.571. All ELL's may receive academic intervention services in addition to ESL support. Currently, our academic intervention services students in grades 7 and 8. In addition to ESL services, support services include Academic Intervention, Academic Enrichment, Speech, School Nurses, Psychologists, Social Workers, and Counseling. All ELL's are afforded equal access to both academic and after school programs. School calendars, letters and information regarding extracurricular activities is translated into each students' language to facilitate communication between home and school.
9. ELL's reaching proficiency on the NYSESLAT continue to receive transitional support because of close communication between the classroom teacher and the ESL teacher. If a student is struggling academically, he or she will receive support through the ESL program.
10. This upcoming school year, the ESL program will hold a multicultural book fair. We hope to make a strong connection between parents of ELL's and our school community through these events. The purpose of the book fair is to get both students and parents more excited about literacy. Parents who have come from other countries will see books that reflect their culture, language and traditions. We hope that they will purchase some of these books and be excited about reading them with their children. These book fairs will also feature leveled reading material alongside multicultural books. This way, students have the opportunity to acquire an abundance of reading material on the appropriate reading levels for their homes. For many students, this will be the beginning of a home library that we hope students and parents will continue to grow and build upon.
11. There are no programs or services for ELLs that will be discontinued.
12. All ELL's are afforded equal access to both academic and after school programs. School calendars, letters and information regarding exxtracurricular activities is translated into each students' language to facilitate communication between home and school.
13. Instructional materials used to support ELL's include materials for the Teacher's College Reading and Writing project, Guided Reading materials, big books for Shared Reading, Foundations notebooks and letter tiles and Words Their Way activity books. We use several technology programs including 'On Our Way To English', 'Rosetta Stone' and 'Math Blaster'.
14. Native language support is provided through our multicultural library which includes books in Bengali, Arabic and Spanish.
15. ELLs receiving required services are supported with resources that correspond to their ages and grade level.
16. M.S.571 holds Parent Orientations for incoming students. There is also a special Open House and School Tour prior to the first day of school to assist newly enrolled ELL's. Parents and English language learners meet with the Parent Coordinator, teachers and staff. ELL's learn about the layout of the building and how to find their classrooms, the cafeteria and rest rooms. Parents receive information about translation services to assist them during the school year. These activities help English language learners to adjust to their new school environment before the first day of school.
17. Spanish is the language elective offered at M.S.571. English language learners participate in this elective with the general student population.

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.

Professional Development and Support for School Staff

1. All pedagogical staff participate in professional development several times a month. The ESL Teacher participates in the Teacher's College (TC) Calendar Days which are specifically designed to train ESL teachers in Literacy. The ESL teacher is also supported by workshops given by the Department of Education's Office of English Language Learners. These workshops support the ESL teacher in all facets of the instruction from data analysis to designing curriculum.
Classroom teachers of ELL's receive professional development for English language learners through Teacher's College, staff meetings, the New Teacher's Breakfast and 'Lunch n' Learns'. Staff meetings, New Teacher's Breakfasts and Lunch 'n Learns are offered once per month. Topics to be addressed regarding English Language Learners include, but are not limited to, the identification process of ELLs, legal mandates in regard to services provided to ELLs in general and special education, assessment procedures for ELL's, the role of the teacher and other support staff, strategies and methodologies to differentiate instruction and support ELL learners in the regular classroom setting, cultural awareness, and assessment procedures for ELLs.
2. The school counselor, Ms. J. Denton, and parent coordinator, Ms. Balfour, assist ELL's throughout the process as they transition from middle to high school. They ensure that important documents are translated into the students' home language and that translators are available, if needed. They also maintain an open-door policy if parents have questions or concerns.
3. All teachers, other than those who hold ESL and bilingual licenses, are required to attend 7.5 hours of ELL training. These workshops educate teachers about the unique make-up of the student population in NYC Public Schools. It also introduces teachers to legal mandates, support services and instructional practices for English language learners. Teachers sign in and attendance is recorded at every PD session where teachers are trained about English language learners. These attendance records are kept on file in the ESL office in our building.

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?

Parental Involvement

1. At M.S.571, our parents are involved in our school community through volunteering, the Parent-Teacher Association (PTA), and the School Leadership Team (SLT). Both the PTA and the School Leadership Team meet once a month. The PTA helps parents become involved in their children's education, support school life and activities, share ideas and enrich their school community. The SLT determines the structure for school-based planning and shared decision making. These school-based organizations are open to all parent and guardians of children currently attending M.S.571, including parents of English language learners. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA testing, and strengthening literacy.

2. The coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community outreach.

Parents are also encouraged to participate in cultural events sponsored by the school. Such events include an annual Harvest Festival, the School-wide Cultural Food Celebration and the Multicultural Day Parade and Storytelling Festival, in which families take part in the recognition and celebration of various cultures represented in our school building and around the world.

3. We evaluate the needs of our parents through our teachers who are most often in direct contact with our parents and periodic school surveys. The PTA also helps parents become involved in their children's education and polls parents for suggestions and ideas for the school.

4. Our parental involvement activities provide a forum for parents to ask questions regarding their children's education. This seems to be the greatest need in our school community. Parents want to be clear about expectations, students' progress and what types of programs we use to facilitate learning. We make a special effort to recruit parents to the Parent Orientations and Open School Nights. Letters and invitations to these events are translated into the various languages that our students speak.

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)								3						3
Intermediate(I)							2	2	1					5
Advanced (A)							2	3	2					7
Total	0	0	0	0	0	0	4	8	3	0	0	0	0	15

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

NYSESLAT Modality Analysis

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

NYS ELA

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

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	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?

6. Describe how you evaluate the success of your programs for ELLs.

Assessment Analysis

1. At M.S.571 we use the Teacher's College Reading and Writing Project assessments for literacy. These assessments evaluate students knowledge of phonics, spelling patterns, sight words, reading levels, etc. We also use assessments from Foundations and teacher created assessments for ELL's. These assessments provide more detailed information about alphabet recognition (lower and upper case), the ability to write the letters of the alphabet, knowledge of letter sounds and how many words a child knows in English. These assessments are given in addition to the LAB-R test which is given to all potential ELL's. We use all of the information from these assessments to group students and set goals for instruction for each child.

2. Data patterns across all grades indicate that students reach proficiency in Listening and Speaking English before Reading and Writing in English. This is the natural progression for how we learn and acquire language. Therefore, the ESL program focuses on oral language acquisition for newcomers and beginner ELLs. As students progress through the intermediate and advanced stages more instructional time is dedicated to Reading and Writing activities. Oral language is always a component of lessons at all levels but it is taught very explicitly to newcomers and beginners.

3. Data used to inform instruction comes from several sources including standardized tests and teacher assessments. With regards to patterns in proficiency levels reflected in the last NYSESLAT results, the scores indicate more significant increases in listening and speaking. Therefore, there is a need to put a greater emphasis on reading and writing instruction. To fulfill this need we will focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at the appropriate level of difficulty. We will also schedule Shared and Interactive Writing activities and Writing Workshops with more frequency and differentiate instruction in small group settings. As we incorporate the new Common Core Standards, we will build students vocabulary by using more informational and non-fiction texts.

4. All Spanish speaking ELL's are given the Spanish LAB as an initial assessment. Our school has not participated in the optional ELL Periodic Assessments due to the large number of other assessments that students are given regularly. These include ELA Predictives, Math Predictives, the Social Studies Practice Exam, Social Studies Short Response and Essay Administration, Teachers College Reading Assessments, and other assessments across various units of study. ESL students are monitored closely for reading levels and reading comprehension using the Fountal and Pinnell text leveling system, as this is a good indicator of student progress and growth in terms of English language acquisition.

5. We do not have any Dual Language programs at M.S.571.

6. We evaluate the success of our ESL program based upon student progress and achievement. The NYSESLAT is a good indicator of English language development across the modalities of listening, speaking, reading and writing. We note that 10 of the 22 students currently serviced in our ESL program are now Advanced English language learners, based upon their NYSESLAT scores. However, we also measure student progress using teacher assessments and student portfolios. We use teacher assessments to monitor concepts that were recently taught and we have found that these assessments measure student progress in more detail. We also use portfolios to reflect authentic activities that students have been learning in the classroom and to provide a multidimensional perspective of student growth over time.

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K571**

School Name: **M.S.571**

Cluster: _____

Network: **Transition Support 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.

Gathering data to assess the school's translation and interpretation needs begins with parents at registration. During this process, parents fill out the Home Language Survey (HLS) and answer questions about languages spoken in the home and the parents' language of preference for both oral and written communication. Translation and interpretation services are available to all parents who require assistance, and not just to parents of ELL's. The ESL teacher compiles this information and distributes it within the school community.

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

M.S.571 has a small population of English language learners. Every year, we create a roster for oral and written communication needs based upon interviews at registration and information on Home Language Surveys. Our findings were that 9 parents required oral and written translation support. These parents need to communicate with the school community in Arabic, Bengali and Spanish. The ESL teacher creates a roster with translation and interpretation needs and distributes the list to teachers and the Parent Coordinator.

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.

All important school documents are translated for parents who do not speak English. These documents include the Parent Handbook, monthly calendars, Parent Teacher Conference letters, etc. We use the Department of Educations Translation Services department for these documents and they are usually returned in a timely manner. Parent volunteers and school staff are also available to translate notices and flyers so that the school can communicate with parents who may not be able to read in English.

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.

Oral translation is usually provided by parent volunteers. Many of the families of our English language learners are related to one another, live in the same community and own businesses here as well. Therefore, these parents are well acquainted with one another and are very proactive about assisting each other with oral communication. The school ensures that parent volunteers are available on open school day and night and we utilize the translation call center provided by the Department of Education, is necessary.

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.571 ensures that limited-English-proficient parents are provided with information to access programs and services critical to their child's education. Letters and notices related to enrollment, registration, student achievement, academic and non-academic programs are translated and distributed in a timely manner. We utilize the DOE Traslation and Interpretation Unit, school staff and parent volunteers as required. We also utilize documents that have already been translated and that are available on the DOE's website. We also use the translation /interpretation school funding allocations when we have a critical need for translation and interpretation services.