



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SIMON BARUCH MIDDLE SCHOOL 104

DBN : 02M104

PRINCIPAL: ROSEMARIE GAETANI EMAIL: RGAETAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Rosemarie Gaetani	*Principal or Designee	
David Thompson	*UFT Chapter Leader or Designee	
Michele Tognozzi	*PA/PTA President or Designated Co-President	
	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	
Donna Senger	Member/Parent	
Cindy Kue	Member/Parent	
Jennifer Economou	Member/Parent	
Mara Hatzimentos	Member/Parent	
Marybeth Giraci	Member/Teacher	
Megan Gleason	Member/Teacher	
Rocco Macri	Member/Administration	

** 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To develop 8 common core tasks and rubrics (2 in each core subject) by March 2013.

Comprehensive needs assessment

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

Citywide Instructional Expectations for 2012-2013 required the development and implementation of these tasks. In addition, the school has been revising curriculum to reflect the instructional shifts required by the Common Core Standards. The development of these tasks and their accompanying rubrics are sequentially the next steps for the school's work. This work includes addressing the needs of ELL and special needs students (performance areas that the school is looking to improve upon) and addressing the needs of gifted students by looking at text complexity and rigorous instruction. 104 received a B on the Progress Report with an A in performance and a C (2 tenths of a point away from a B) in progress. Depending on how the exams are normed, each year presents a different slant on which student sub group needs to make more progress. Being a diverse school, we look at raising performance for all academic levels.

Instructional strategies/activities

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

Strategies/Activities- *Teachers are using the IFL Patterned Way of Reading and Writing to address literacy with all students. Teachers were trained by the school's teacher leaders in September, 2012. The repeated readings work effectively with ELL and special needs students as they are given grade level text. Vocabulary development is highlighted in all classrooms. Our special education staff incorporates Universal Design for Learning strategies. Math journals are being used in all math classrooms for students to articulate their strategies in problem solving. Accountable Talk strategies is an initiative that the math department is addressing as well.*

Personnel/Resources- *The school is using an ESL consultant provided by the network for four sessions with selected content and ESL teachers. The consultant observes and debriefs with these teachers about their work aligned with CCSS. In addition, the school has paid for an additional half day for the consultant to run a workshop with teacher leaders who will turn key for other staff members. We have 2 teacher liaisons to our network for special education initiatives. We have been building capacity for the last 3 years and purchase coaching from the Leadership Academy. The coach works with the principal and assistant principals on this initiative. Teacher leaders (there are 5 teachers) run workshops, coach individual teachers and facilitate professional development efforts. The school also employs two AUSSIE consultants who meet with math and ela teachers during scheduled 90 minute common planning time blocks. Teachers meet for "data inquiry" sessions each Tuesday morning where they look at student work using a protocol in order to inform the next steps of planning tasks and the subsequent instruction. 104 also has 4 Common Core Teaching Fellows who bring back information and help the progression of the development of the tasks.*

Teacher decision-making- *Teachers were asked to begin planning over the summer (2012) as a per session activity and from this framework teacher teams (grade and content) were empowered to design two unit tasks following the "Bundle expectations" from the DOE.*

Timeline- *Initial planning July 2012*

Full planning with grade/content teams- September 2012-March 2013. Planning takes place during Tuesday morning sessions, departmental meetings and common planning time.

Teachers are trained in IFL Patterned Way of Reading and Writing September 2012.

Teachers explore text complexity and readings related to Task I November 2012.

Teachers begin using LASW protocol to analyze completed tasks December 2012 –March 2013

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here: Contracts for Excellence.

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).
*AUSSIE consultants(Math and Literacy) one day per week to facilitate team meetings and coach- **Contracts for Excellence -\$82,000***
*Per Session for Teacher Leaders- to plan and facilitate workshops, coach individual teachers- **FSF \$5,000***
*Leadership Academy Coach- to work with principal and assistant principals in building capacity **Title I \$7200***
*Per Session for Summer Planning- **FSF CIE Special allocation \$10,000***
*ELL consultant to work with teacher leaders- **Title I \$700***

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher performance by providing feedback aligned to Danielson's framework of Effective Teaching. Each teacher will receive 4-6 mini observations by June 2013.

Comprehensive needs assessment

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

There was a need for a common language of effective teaching and expectations. NYC DOE requires mini observations based on a research-based framework and this is 104's second year looking at Charlotte Danielson's framework. There is also an ongoing need to prepare teachers for a new evaluation system that eventually will be implemented.

Instructional strategies/activities

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

Strategies/Activities- *In addressing performance standards 1e and 3d (planning and assessment) attention is given to the needs of ELL and special needs students. The Danielson rubric uses terminology such as "addressing the needs of all students" and teacher has a "differentiated plan to address social, emotional, or language needs of ELLs or IEPs. Supervisory feedback includes how the teacher supports these groups during the lesson. Teachers form professional goals using the Danielson framework and submit progress reports in February and a final summary in June rating their own progress.*

Personnel/Resources- *Purchase of Teachscape digital Danielson observation application for use in mini observations. Use of teaching video clips provided by TCRWP and Teaching Channel for supervisory discussion and teacher training.*

Teacher Decision-Making- *Teachers have autonomy to form goals using the Danielson performance standards highlighted by the CIE. They can choose a lesson plan or sample of student work to submit for evidence documenting their growth on the rubric.*

Timeline- *Teachers set professional goals aligned to Danielson- October 2012*

Teachers identify best practices reflective of Danielson performance standards- October 2012

Purchase Teachscape app for supervisory use. September 2012

Begin mini cycles of observations- September 2012

Teachers submit evidence of growth – February 2013

Teachers view teaching video and evaluate using Danielson June 2013

Teachers submit final summary of progress on goals June 2013

•

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 x Other

If other is selected describe here: Nystal \$4,000

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).

NYSTAL funding used to purchase app for supervisory use allowing efficient and timely feedback to teachers.

NYSTAL \$4,000

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To implement 2 CC aligned tasks in mathematics (ratio and proportion in grade 6 & 7 and expressions in grade 8) requiring a narrative description of the strategies chosen. By June 2013 72% of students will score a “meeting standards” or higher on the school designed rubric.

Comprehensive needs assessment

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

NYC’s current CIE requirement is for 2 tasks to be implemented in math. School wide we are seeking to improve the performance on CCSS for all students.

Strategies for supporting our ELLs and our special education students in attaining grade performance are part of the continual staff development.

Instructional strategies/activities

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

Strategies and Activities- Revision of the curriculum and designing the tasks began during the summer. Grade level benchmark assessments are given to all students at key points in the year. Those results are used in planning supports using *Universal Design for Learning* strategies for the CCSS tasks. Teachers also look at student work using the LASW protocol after the first task and then use the teaching points derived from the first task to plan and implement the second task. In addition, *accountable talk* is an initiative for the math department. Conversations in the math classrooms are being used to ask deeper questions and highlight divergent approaches to problem solving. A computer assisted program *Orchard Performance Series* and extended day morning tutorial sessions are used to support students who show signs of low performance. Students not achieving a “meeting standards” grade will be given a transfer task.

Personnel/Resources- A teacher leader for math has been identified and she is a liaison to the network’s common core working group. An assistant principal for mathematics and an AUSSIE consultant for math are also involved in designing revised curriculum maps, unit plans and lesson plans. A Leadership Academy coach works with the principal in supporting teacher leaders. An ESL consultant has also worked with 2 math teachers on supporting ELLS.

Teacher Decision Making- Teachers meet in grade teams to design their tasks and review student work. They make decisions on revision of tasks and teaching strategies. The benchmark assessments are designed by the teachers.

Timeline- Planning and initial designing of Task 1- **July 2012**

Planning and implementation of Task 1 –**September 2012- February 2013**

Looking at Student work sessions- Tuesday mornings- **October 2012- May 2013**

Planning and Implementation of Task 2- **November 2012-May 2013**

Collection of data and administration of transfer tasks- **April 2013-May 2013**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Workshop on CCSS for math and literacy given at a PTA meeting on December 14, 2012. SLT is continually updated on school’s work. A “Family Curriculum Night”

is planned for the spring term so that families and students celebrate student work and engage in interactive activities.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here: Contracts for Excellence

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).
Summer planning – Special CIE allocation for teacher per session -\$10,000
AUSSIE consultant- CFE allocation used for staff development - \$82,000
Leadership Academy coach- Title I funding \$7,100
ELL specialist/coach- network support and Title I funding \$3800
Teacher Leader planning time- Fair Student Funding \$5,000
Supplies for students in temporary housing- Title I \$6,000

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve students' writing ability by implementing 2 CCSS aligned tasks. By June 2013, 70% of students will achieve a "meeting standards" rating according to the school designed task rubric.

Comprehensive needs assessment

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

It is the school's goal to improve the writing ability of all students. Experiencing an increase in the ELL population necessitates a focus on literacy especially writing as the common core demands have raised standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups
 - b) Key personnel and other resources used to implement these strategies/activities
 - c) Steps taken to include teacher in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
 - d) Timeline for implementation

Strategies/Activities- MS 104 has adopted the IFL Patterned Way of Reading and Writing. This strategy directs students to read a selected passage four times (each time through a different lens). This method of close reading is aligned with CCSS requirements. In addition, the school uses a Balanced Literacy model and the Reader's Writer's Workshop Model. Vocabulary development is stressed in all content classrooms. Strategies from *Universal Design for Learning* have been shared with teachers and are implemented in working to get at-risk students to interact with common core text. The school has a literacy consultant from AUSSIE that is in the school weekly. He facilitates grade planning meetings with the ela teachers to align tasks, discusses effective teaching strategies and provides support. An ELL specialist has also been hired for 4 sessions with selected teachers of ELL students. The specialist observes lessons, plans and debriefs with the selected teachers on using strategies most effective with ELL students. (Vocabulary, pictograms, etc.) There are two Teacher Leaders who teach ELA and their classrooms are used as lab sites for observations and support. A coach from the Leadership Academy supports the principal in "building capacity" with teacher leaders. We have implemented a "Literacy Skill of the Week" where all teaches are expected to have students practice the designated skill. The school has a reading specialist and selected students have additional periods of corrective reading/writing. We also have a Read 180 lab. Read 180 is a computer assisted program where selected students receive direct teaching, small group instruction and computer assisted individualized tasks. There is an AIS team that closely monitors at-risk students after the first marking period. Many of these students are pulled out during electives for additional assistance. Students have the option of attending a morning program for tutorial sessions on projects with their teachers. There is an afterschool program for ELL students where literacy skills are worked and outside field experiences are offered. There are 6 Saturday Academy sessions for test prep in the Spring term.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

On December 14, 2012, a workshop for parents was conducted on CCSS. There was an ela presentation outlining the instructional shifts and discussing the work being done in 104 classrooms. Tips for parents on helping students by having them read non-fiction at home were given at the meeting.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here: Contracts for Excellence

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).

Title III- funds after school literacy program for ELL students.\$9,139

Title I funding- pays for Leadership Academy coaching \$7100

FSF- per session for Teacher Leaders \$5,000

Contracts for Excellence- AUSSIE consultant \$82,000

Title I- Saturday Academy teacher/supervisor per session\$11,945

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

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

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Read 180- computer assisted reading intervention program that is standards based. Students are assessed and instruction is aligned and leveled for individual students.</p> <p>Reading/writing intervention- balanced literacy strategies of shared reading, guided reading, writing workshops and vocabulary development provided by a reading specialist and an ELA teacher.</p> <p>ELL literacy support- Balanced literacy strategies such as habits of proficient readers, predicting, character analysis, context clues combined with field trips for selected ESL students. Instruction</p>	<p>Read 180 – reduced class size model, small group and individual sessions.</p> <p>Reading/writing intervention- reduced class size model</p> <p>ELL literacy support- small group instruction</p> <p>Saturday Academy- reduced class size model</p> <p>Extended Day- small group tutoring</p> <p>AIS- small group tutoring</p>	<p>Read 180- before school and during the school day.</p> <p>Reading/writing intervention- Provided before school and during the school day</p> <p>ELL literacy support- after school</p> <p>Saturday Academy- Saturdays in the spring term.</p> <p>Extended Day- before school</p> <p>AIS- before and during school day.</p>

	<p>provided by 2 ESL and one ELA teacher.</p> <p>Saturday Academy- intensive 6 week program focuses on test prep strategies on Saturdays in 90 minute sessions.</p> <p>Extended Day- Students scoring Level 1 or 2 on the NYS standardized test have been mandated to attend 50 minute sessions 2 days per week.</p> <p>AIS- selected students are pulled from electives by a team to complete work and exit projects.</p>		
Mathematics	<p>AIS- Selected students are pulled from electives in order to receive support for class work and exit projects.</p> <p>Saturday Academy- intensive 6 week program focuses on test prep strategies in 90 minute sessions.</p> <p>Extended day- Student who scored Level 1 or 2 on the NYS standardized exam are mandated to attend 50 minute sessions 2 days per week.</p> <p>Orchard Performance Series- computer assisted intervention program for</p>	<p>AIS- small group tutoring</p> <p>Saturday Academy- reduced class size model</p> <p>Extended Day- reduced class size model</p> <p>Orchard Performance Series- individual instruction</p>	<p>AIS- before and during the school day.</p> <p>Saturday Academy- Saturdays during the spring term.</p> <p>Extended day- before school</p> <p>Orchard Performance Series- Morning program and as needed during the school day.</p>

	math used to individualize instruction on basic skills.		
Science	Extended day- Students who are struggling in science after the first marking period are encouraged to attend morning sessions with their science teacher.	Extended Day- small group tutorial	Extended day- Before school
Social Studies	Extended Day- Students who are struggling in social studies after the first marking period are encouraged to attend morning session for 50 minutes each 2 days per week with their social studies teacher.	Extended Day- small group tutorials	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Support group counseling- these sessions consist of selected students in each grade that meet weekly with a guidance counselor. Strategies for success in school and career are in the curriculum. At-risk- students are seen on a case by case basis for short cycles as they present with issues	Support group counseling- small group At -risk- One on one sessions	Support group counseling- during the school day At-risk- during the school day

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.

Teachers who were cited on the most recent BEDS survey as not being highly qualified were special educators who were certified as K-6 and placed in a 7th or 8th grade program and several teachers needing to complete permanent certification requirements. All teachers eligible to take the HOUSSSE survey successfully completed it. Other teachers cited are the drama teacher (there is no middle school drama license), the computer teacher (there is no computer science license) and teachers certified as physical education teachers who are teaching health. Physical education teachers all received training in teaching health education topics.

Mentoring- All new teachers are mentored by an experienced teacher on the 104 staff so that there is high opportunity to interact. New teachers receive a minimum of 2 periods per week of mentoring.

Teacher Leader support- Five teachers have been identified in a variety of content areas each exhibiting exemplary practice. Teachers are encouraged to see these leaders out for assistance. In addition, based on supervisory observation and evaluation, specific teachers are scheduled for inter-visitations in one of these teachers' classrooms for a focused observation.

Coaching- There is a literacy and math consultant hired from AUSSIE in the building one day each week. Teachers meet by grade/content area to plan together. These meetings are facilitated by the coaches and intermittently an assistant principal or the principal.

Principal's newsletter –There is a weekly newsletter e-mailed to the staff that often includes suggestions for instruction.

ELL support- There were four visits from an ELL consultant supported by the school's network.

AIS team- a group of experienced teachers who make general and then student specific suggestions to teachers to support struggling students.

Network liaisons- there are two common core liaisons (one math, one literacy) and two special education liaisons to monthly network meetings. Strategies are then shared at departmental meetings.

PARENT INVOLVEMENT POLICY

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; Interpreters are invited to all parent-teacher conferences as well as the new parent orientation.
- 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; Ramapo for Children is used by the PTA to conduct several workshops throughout the year. Topics include Parents as Leaders and Understanding Adolescents.
- 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; The school's Progress Report is discussed at SLT meetings and a presentation is made to the general parent body by the Principal at a PTA meeting.
- 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; Meetings were conducted in the morning to support parents with using Engrade- the school's electronic grading system and in using Study Island, a computer based test review program for students. Parents heard from staff about Common Core aligned instruction and how they can support this work at home.
- 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; Parents are invited in September to a "Curriculum Night" where they are introduced to their child's teachers, learn about the year's curriculum, hear about the school's grading policy, learn how the electronic grade book works and given e-mails contacts of the teachers.
- 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; Our school sends out the “Baruch Blast” by e-mails to all parents who sign up. It is sent out weekly and sent out whenever a special communication is necessary.
- 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; There is a special folder (the blue folder) given to all students to bring home all flyers and school communications.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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; progress reports are mailed to parents twice a year; Report Cards are sent home 3 times per year and an electronic grade book is available to parents to monitor their students grades throughout the year.
- 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; interpreters are hired for all IEP meetings as needed, all Parent Teacher conferences and new parent orientation
- 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 Marina Cofield	District 02	Borough Manhattan	School Number 104
School Name Simon Baruch Middle School			

B. Language Allocation Policy Team Composition

Principal Rosemarie Gaetani	Assistant Principal Michelle McCaffrey
Coach Bas Stevenson	Coach type here
ESL Teacher Maria Friedland	Guidance Counselor Rachel Schleifer
Teacher/Subject Area Elani Huie/ESL and Spanish	Parent Elissa Stein
Teacher/Subject Area type here	Parent Coordinator Blanca Rivera
Related Service Provider Sonia Nieves, Janet Sibarium	Other type here
Network Leader Marina Cofield	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	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	4
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	1056	Total Number of ELLs	70	ELLs as share of total student population (%)	6.63%
------------------------------------	-------------	----------------------	-----------	---	--------------

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. 

Simon Baruch Middle School (MS104) is committed to providing its students with a quality education that will empower them in their future. The school is dedicated to providing all students with strong academic preparations. The identification of English Language Learners (ELLs) is a critical first step in this process. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language if other than English. After the trained administrative staff and the ESL teacher screen and administer the HLIS, the ESL teacher reviews if responses indicate that a student may be an ELL. Then, the ESL teacher administers the Language Assessment Battery and Report, (LAB-R) to the potential ELL, within ten days of enrollment. If the student's first language is Spanish, the ESL teacher also administers the R-LAB. Also, within the ten day time period, the ESL teacher sets up a meeting for those parents whose children have scored below proficiency on the LAB-R. Contact is made via email or phone to insure that parents are aware of this meeting and to inform them that while program placement is determined by parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The ESL teacher also ensures that proper measures are taken to accommodate the ESL special education students. First attendance is called in, followed by daily reports on SESIS.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The first step the ESL teacher takes in annually evaluating ELLs using the NYSESLAT is determining who is eligible. Every month, she checks the RADP which lists students who have been admitted and discharged. She, also, checks the RLER which lists eligible students. The speaking section is administered individually and, this school year, it will take place from April 18 to May 18, 2012. The other sections are administered in the following order: listening, reading and writing from May 7-18, 2012. The ESL teacher certifies that proper test accommodations are in place for special education students. During the summer, the results are posted on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient. The level determines the number of hours per week of ESL instruction as per CR Part 154.

2. In order to assure that our parents have full comprehension of their child's language program choices, MS104 offers two orientation programs, given in the fall and spring. In addition, whenever new ELLs are enrolled, the ESL teacher meets with the parents within ten days. At this time, parents learn about the three program choices: Dual Language, Free Standing English as a Second Language and the Transitional Bilingual program. During orientation time, the three program choices are explained. Parents watch the DOE online video on these choices presented in their home language and fill out a Parent Survey and Program Selection form in their language. For low-incidence languages, interpreters are hired. The ESL teacher informs the parents that at the present time, MS104 has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program they want as long as there is available space. After looking at data from the Parent Surveys from the past two years, the majority of parents choose a Free Standing ESL program. Out of 5 surveys in the year 2010-2011, 5 surveys indicated "stand alone". Out of 6 surveys in the year 2011-12, 2 have indicated transitional bilingual program and 4 have indicated "stand alone." Other than the 2 surveys mentioned above, there is no growing desire for a TBE program at this time. However, if there were 15 students in contiguous grades who spoke the same language and whose parents wanted a transitional bilingual program, it would be formed.

3. At the beginning of the school year, the ESL teacher checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB- R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non Entitlement, Non Entitlement and Transitional letters are sent to the parents in English and in the home language. Copies of these letters are kept at school with the ESL teacher for documentation. Since the parents are provided with the Program Selection form during the parent orientation sessions, the ESL teacher immediately collects it after completion.

4. At the orientation, parents watch the DOE online video in their native language. For low incidence languages, a translator may be hired or the school contacts the DOE Translation Department for an oral phone translation. At the present time, 104 has a Freestanding English as a Second Language Program but if fifteen parents in contiguous grades ask for a TBE program, it will be formed.

5. After reviewing the data from Parent Surveys during the past two years, the majority of parents chose a Free Standing ESL program. Out of 6 surveys in the year 2009-2010, 5 surveys indicated "stand alone" and 1 indicated dual language. Out of 5 surveys in the 2010-2011 school year, 5 indicated "stand alone." Out of 6 surveys in the year 2011-12, 2 have indicated TBE program, and 4 have indicated "Free Standing ESL". There is no relevant growing desire for a TBE program at this time.

6. MS 104 will continue to build alignment between program offerings and parent request by insuring that parents are made aware of their legal right to transfer their children into a TBE program in another school, if so desired. In addition, MS 104 will begin a TBE program if a minimum of fifteen parents in contiguous grades in the same language group request it. This information will be disseminated to parents in their native language within ten days of their children enrolling to into the NYC school system.

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 Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	1	1					4
Push-In														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	70	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	6
SIFE	1	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	8

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	42	1	2	20	0	6	8	0	0	70
Total	42	1	2	20	0	6	8	0	0	70

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	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							7	6	4					17
Chinese							21	9	14					44
Russian								1	1					2
Bengali							1							1
Urdu														0
Arabic							1	2						3
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	30	20	20	0	0	0	0	70

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?

1a. MS 104 is an academically rigorous District 2 middle school serving 1056 students in Grades 6-8. The percentage of ELLs in the building is 6.63% of the total population. There are two certified English as a Second Language (ESL) teachers who deliver instruction as self-contained teachers in a Freestanding English as a Second Language program.

1b. The school uses a Block program model where the class travels together as a group for content subjects. The program consists of two classes in grade 6, and one class in grades 7 and 8. The program is graded and the classes are heterogeneously grouped. In 6th grade, Students attend a self-contained ESL class for 8-10 periods per week. Intermediate and Beginner ELLs receive the mandated 360 minutes of ESL. 7th and 8th grade ELLs receive an additional 80 minutes of ESL instruction. Advanced students receive 180 minutes of ESL in a form of self-contained ESL instruction.

2. The two ESL teachers are responsible for a group of 70 ELLs. One of them serves the advanced students three days a week for a total of 180 minutes. She also constantly meets with content subjects: ELA, math and social studies teachers. This insures that content subjects are comprehensible to ELLs and meets the legal mandate under CR Part 154. The other ESL teacher works with intermediate and beginning ELL students in a self-contained model. She provides them with explicit ESL instruction on a daily basis for a total of 360 minutes a week.

3. As a free-standing ESL program, the language of instruction is English. The content classes are taught through the workshop model combining mini-lessons with group, paired and independent work. Teaching is research based and data driven. ELA and ESL teachers plan

A. Programming and Scheduling Information

collaboratively. They set a weekly plan that includes ELL literacy skills, reading and writing strategies, vocabulary study and direct grammar instruction. The students are grouped in order to differentiate instruction and the lessons are organized around essential questions and protocol guidelines. The goal is to empower the students to better understand the content of what is taught and the task they are asked to accomplish. During group work, the ELL students receive individualized English instruction through computer based programs such as BrainPop, StarFall and Discovery Education. In math, the school uses the Connected Mathematics Program (Pearson Prentice Hall) to facilitate learning. This is a constructivist, hands-on program which has a lot of written text. Since it may pose a challenge to ELLs, math and ESL teachers "chunk" the text in order to make it more comprehensible. For science, MS 104 uses PBIS (Project Bases Inquiry Science). Science teachers deliver instruction through realia and pictures and the students work in the lab carrying out experiments. In social studies, through our co-teaching initiative, the ELL students are exposed to differentiated and small group instruction in a risk free environment where they feel comfortable to participate in "Accountable Talk" activities. It is important to mention that all content area classrooms have a library which is organized by genre, theme and author with a wide range of reading levels. The libraries also include dictionaries that translate words from English to the native language.

4. The R-LAB is administered when Spanish speaking ELLs are first admitted into the NYC school system. This tool helps teachers determine language skills in Spanish. Were MS104 to have a dual language or transitional bilingual program, students would have ongoing assessments in academic content areas as well as language development in two languages. This assessment would match the language of instruction and programmatic goals.

5a. At the present time, there is only one SIFE student in our school. To address his needs, age appropriate, high interest/beginner level reading materials have been ordered for the ESL and other content classes. The literacy and math coaches help teachers to assess the student's reading level and computational skills. If necessary, we hire a translator to assess the student's strengths and weaknesses in other content areas and would provide additional support for this student after school. In addition, a progress report system was established on a weekly basis for the student. This strategy will be followed by the implementation of protocols, rubrics and checklists focusing on the elimination of the achievement gap. In the future, were 104 to receive a lot of SIFE students, we would apply for a SIFE ELL grant. We would purchase RIGOR (Reading Instructional Goals for Older Readers) and Achieve3000 programs. At the present time, our SIFE student is Chinese, but were we to enroll Spanish speaking SIFE students, we would administer the ALLD (Academic Language and Literacy Diagnostic). This is an assessment tool to determine if a student is SIFE.

5b. For the school year of 2011-12, MS104 has a total of 42 newcomers (ELLs in US schools for less than three years). These students require more scaffolding strategies including pictorial support and realia as well as direct instruction in order to make the content comprehensible and attainable. Books with accompanying CDs are utilized to increase fluency and familiarize the students with the cadence of English. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is critical with these students. The ESL teacher spends time scaffolding the level of difficulty of practice reading passages. Teaching students how to use word-to-word dictionaries, web translators and literacy programs, accessing prior knowledge and teaching about cognates are among the strategies the ESL teacher uses with these students.

5c. Pre-long term ELLs receiving 4 to 6 years of service, additional assessments would be administered. For the school year of 2011-12, MS104 currently has 20 Pre-LTE. Since it represents almost 30% of our ELL population, the ELL team is carefully paying attention to this subgroup. The team decided to conduct an investigation to better understand the students' ELL schooling history. Fully trained on the "One Size does Fit All" Pilot Project partnered by the Cuny Graduate Center and the NYC Department of Education, the ESL teacher identified two categories of Pre-LTE, students who have experienced inconsistent language policies in previous setting and students whose English fluency hides an enormous lack of academic proficiency. A systematic interventional plan was designed to better serve these students. Focusing on eliminating the achievement gap in content areas, the goal is to foster students' motivation, critical thinking and skill building. The students are taught through the ELA curriculum which was adapted with ESL strategies to better support these students. Founded on the CCSS, it is organized around essential questions and protocol guidelines that will empower them to better understand projects and activities they are asked to accomplish. In addition, the students are also involved in a mentoring/consulting program in which the ESL teacher checks-in with the general education teachers to set a weekly plan that includes ESL reading and writing strategies, vocabulary study and direct grammar instruction.

5d. At the current time, MS104 has a groups of 8 long-term ELLs. These struggling students are the focus of our AIS team. We carefully analyze their data to determine what type of intervention is necessary for each individual student. These students have English

A. Programming and Scheduling Information

conversational fluency, but lack academic linguistic skills which lead to difficulties in coping with content itself. Therefore, they need gains in both academic language and content learning. In order to help these students, the ESL teachers are providing them with explicit vocabulary and text comprehension instruction through a systematic week skill learning initiative implemented in the school about two years ago. This school wide program was specifically designed to meet the needs of our struggling students. It enables us to collect data and design lesson plans that address our students' needs. During ESL and technology classes, our LTE are introduced to web-based programs that support skill building and enable them to acquire language academic concepts.

6. When teaching ELL-SWDs, it is important to be aware of their individual needs and learning style. Therefore, the very first step taken is to read the students' I.E.P. reports and provide them with an individualized ELA/ESL assessment. It's done through running records, hands-on activities, interviews, etc. The data is collected and used to better understand the students' learning impediment and if it is caused by either linguistic difficulties, learning aptitude, lack of motivation or cognitive issues. Based on the results of this assessment, the students receive individualized direct ESL reading and writing instruction through web and paper based lessons. These students are also involved in a mentoring/consulting program. Throughout the week, the ESL teacher and the students check in with the general education teachers to set a week plan of action. During the planning sessions, the subject area teachers share their teaching/learning objectives for that week with the students and give them time to plan their next steps. During this mentoring time, the ESL teacher works as a mediator helping the students to set their plan of action and introducing the teachers to ESL strategies that could be used in their classrooms with the students. All teachers become aware of all necessary accommodations and make certain that second language issues are not confused with special needs. The students are also supported by the Wilson Program during the school day and after school programs. It helps them develop phonetic and phoneme awareness as well as decoding strategies.

7. MS104 uses curricular, instructional and scheduling flexibility to meet the needs of ELLs-SWDs within the least restrictive environment. Our school provides a SETSS, CTT and 12:1 self-contained program. The IEP determines the least restrictive environment for each student. The ESL teacher uses the material that the subject area teacher is using and provides native language and scaffolding supports. The special education requirements are aligned with the LAP. In addition, the ESL teachers carefully plan the program so there are no scheduling conflicts with other providers.

Courses Taught in Languages Other than English ⓘ

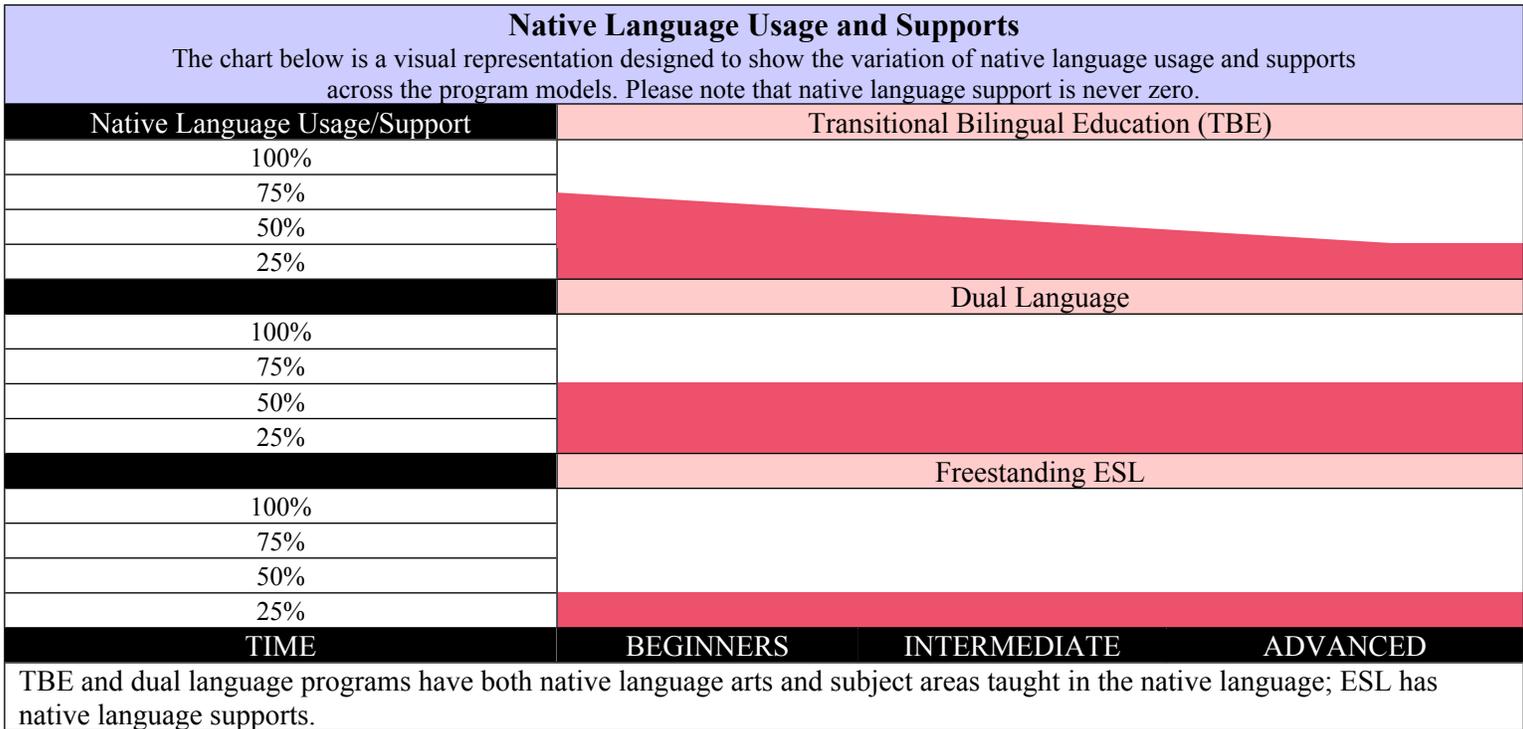
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

8. MS104 offers ELL students a great variety of targeted intervention programs. These programs are designed to provide the students with additional support in subject areas. At the beginning of the school year, teachers use ARIS to determine who might benefit from the 37.5 program in English, math, social studies and science on the basis of standardized test scores and students' previous report cards and portfolios. In addition, as a Title III school, the school offers beginning and intermediate ESL students rich instructional classes using formative assessments aligned to the Common Core Standards. Instruction is provided in English.

9. ELLs reaching proficiency on the NYSESLAT are provided transitional support for two years. They are supported with the same test accommodations as ELLs: extended time, separate location, use of word to word dictionaries and having the listening passage on the ELA read three times. They are provided with translated editions of standardized subject tests in their native language. They are given priority in the Extended Day 37.5 and after school programs when needed.

10. For the current school year, MS104 was granted a great sum of money for technology supplies. The grant has allowed for smart boards and desktops to be placed in content and ESL classrooms. This way, the students can integrate technology into the content areas for presentation and research. In line with this, there are new rolling laptop carts for classroom use.

11. There are no programs/services for ELLs that will be discontinued.

12. ELLs are afforded equal access to all school programs. Among the activities available after school include competitive sports teams. It includes basketball, tennis, volleyball, cheerleading, track, baseball and wrestling. Our other programs include ceramics, art club, drama, school newspaper, chess, and a computer-based ESL intervention.

13. At MS104 the ESL teachers are encouraged to follow the ELA curriculum and implement the CCSS through ESL strategies when planning their lessons. This approach makes it possible for the students to either be introduced or to further their linguistic and academic knowledge in English. Through a self-contained program, the students are exposed to data driven and differentiated instruction lessons which allow them to advance according to their proficiency level. The classrooms are equipped with desktops, smartboards and listening centers making it possible for all students to receive instructions according to their needs and learning style.

14. As mandated in a Freestanding English as a Second Language Program, our ELL students receive native language support through teachers and paraprofessionals whose first language is either Chinese or Spanish. These two groups represent the great majority of our ELL population. Our program also provides the students with learning opportunities that make clear links between students' past learning and new concepts. It is done through a systematic vocabulary study that capitalizes on cognates and language/academic skill transfer. Another strategy used in the ESL classrooms to promote native language support is "peer conference." During this time, the students are allowed to check notes and confer with one another in their native languages for understanding of content while learning English. Native language materials are also provided in a variety of proficiency levels.

15. The required services support and resources correspond to ELLs' ages and grade levels. Were the school to enroll older ELLs, the school would purchase appropriate materials suited to these students.

16. Students who are identified as new before the beginning of school are invited to tour the school during the summer months. A student buddy (from the same country) is identified if possible so that the student has someone to connect with from the first day. Parents and guardians are made aware of interpretation services if needed. On the first day of school, 6th grade teachers go on a school walk to familiarize the students with school personnel and location of points of interest in the school. Other supports in place for ELL students is the mentoring program where an adult advocate checks in with the students and spends some lunch periods with them offering support for a variety of issues. The Student of the Month program recognizes students for a variety of achievements and the PBIS (Positive Behavior Intervention System) sets expectations and rewards positive behaviors. All guidance counselors are available for at-risk counseling as needed.

17. MS104 offers the ELL students language electives in Spanish and French.

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)?

Not applicable.

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.

1. The goal of staff development at MS104 is to increase student achievement and engagement. By providing the ELL and subject area teachers with learning opportunities on the latest research, MS104 is investing on our school quality. Therefore, the teachers are strongly encouraged to attend workshops, TESOL conferences and Teacher's College training. Through these programs, the teachers learn how to better differentiate instruction, adapt curriculums and effectively assess the ELL students. In addition, the ESL teachers attend conferences and workshops provided by OELL (Office of English Language Learners.) such as the upcoming "From Theory to Practice: English Language Learners and the Common Core Standards." They also attend monthly workshops provided by the instructional coach for Special Education and ELLs in the CF 101 network. MS104 will be hosting the network's first workshop this year on October 18, 2012, entitled, "Literacy in Content Areas for ELLs." Internally, the ELL teachers are being trained to understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standards.

2. To reach the goal of helping ELLs as they transition to different levels of education, teachers are working together to revise curriculum maps based on the work of Wiggins and McTighe in Understanding by Design. The goal is to make sure the maps are aligned vertically and horizontally with the CCSS to enhance connections between content areas and grades. This, in turn, will also support transitions from elementary to middle and from middle to high school. The school has an advisory program for all students. Helping students deal with the changing organizational skills required and the emotional changes connected with these transitions is a major focus of this program. Teachers spend time during professional development in figuring out the best way to help all students, including ELLs, successfully deal with these changes. As a new initiative, the ELA department is preparing an inter-visitation schedule which will allow teachers to learn from one another on how to better address the needs of monolingual and ELL students.

3. As per the Jose P. court decision, all teachers are provided with 7.5 hours of professional development in teaching ELLs. MS104 aims to effectively support our staff on how to understand the process of language acquisition and ELL academic progress. In order to successfully accomplish this, the ELA department in conjunction with the instructional coach for special education in the CF 101 network, is preparing to deliver a series of workshops targeting ELL awareness, instruction and formative assessment. On October 18, 2011, MS104 will be hosting a network workshop entitled "Literacy in Content Areas for ELLs." The workshop will present teachers with ELL subgroup data analyses, learning and teaching strategies and practice. Internally, the ELL teachers are being trained to understand and use formative assessments, protocols, rubrics and guidelines that incorporate the Common Core State Standards. As per MS104 inquiry team proposal, the staff will also meet once a week during the extended time period to study monolingual and ELL student data. This approach will enable teachers to better understand the students' prior knowledge, progress, targeting area and learning style. All of these initiatives together will help us to achieve success for all students and to close the achievement gap.

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?

1. A concerted effort is made to get all parents involved. We have monthly PTA meetings and outreach is done by the parent coordinator and the PTA president. Information regarding school activities, upcoming state exams, etc. is posted on the PTA and MS 104 website. We encourage parents to be involved through book fairs held twice a year, and our annual Math night, ELA and foreign language night, social studies and science night. In addition, the ESL teacher meets with parents of ELLs at the orientation meetings. Assistant Principals meet with parents during the PTA meetings to go over ELA and math state exams, expectations and standards.

2. MS104 proposes for the school year of 2011-12 to seek connection with multicultural organizations such as Chinatown Youth Initiatives and The Committee for Hispanic Children and Families to organize and provide workshops on English language learning awareness, adult English literacy and computer training. In addition, the organizations will be invited to speak about their literacy projects and the impact they cause in the neighborhood.

3. Teachers and administration meet with parents in October for curriculum night. Parents/guardians are informed about the curriculum of each class. Parents are given information about EnGrade and how to access their child's grades to track their progress. In addition, there are parent-teacher conferences held twice during the school year. Translation services are provided based on the Department of Education form that queries parents in their language for the need of oral and written translation. By checking this information together with the RPOB report on ATS which indicates the students' home language and place of birth, the school knows what translation services are needed for parent/teacher conferences and high school information sessions. In addition, parents of ELLs are invited to workshops sponsored by the DOE's Office of English Language Learners.

4. The school supports parents as to their needs and try to provide the workshops requested. MS 104 has a very active parents' association and every effort is made to get all parents to attend meetings. The parent coordinator responds to parental concerns and refers unresolved issues to the administration. We encourage parents to help out in the school in whatever way they can to strengthen the home-school involvement.

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)							6	3	2					11
Intermediate(I)							13	3	5					21
Advanced (A)							12	13	13					38
Total	0	0	0	0	0	0	31	19	20	0	0	0	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B							0	1	0				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	I							5	1	1				
	A							16	12	7				
	P							6	3	11				
READING/ WRITING	B							5	4	1				
	I							13	4	4				
	A							11	8	14				
	P							3	3	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	10	3		24
7	7	6			13
8	5	7	3		15
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		1	4	3	6	5	5		24
7	2	1	2	1	2	3	2	2	15
8	1		2		4	3	6	2	18
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	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.

1. MS104 uses a variety of assessment tools to assess the literacy skills of our ELL population. For reading (decoding and text comprehension skills) the esl teachers collect running records at least three times a year, interview the students and uses a free web-based program called StarFall. The literacy website promotes phonimic awereness and early literacy skills. For writing, the teachers use the Teacher's College K-8 Continuum for Assessing a personal narrative written at the beginning of the school year. The writing is graded according to the CCSS writing rubric. In addition, the students are continually assessed on a weekly basis through formative assessments such as reading response conferences, skill building activities, etc. According to the data available, most of our students were born outside of the United States and are literate in their first language. They have decoding skills, but lack critical text comprehension ability. As for writing, most of our students require direct grammar instruction. In addition, when testing our students' early literacy skills, it is evident that they need a lot of guidance and support while writing formal compositions.

2. Our analysis revels that the main area of challenge among ELL students is writing. Indeed, many of the students classified as Advanced on the NYSESLAT test have mediocre writing skills, even though they excelled in other areas. A second area of challenge is reading comprehension. When analyzing non-fiction passages, our English learners have difficulty with vocabulary comprehension and content knowledge. For some students speaking is also a challenge. Some students struggle with producing appropriate grammatical and vocabulary structures. Our Chinese students, in particular, have a great deal of difficulty articulating sentences using the simple past tense; and most of the time, lack class participation skills. Some of our beginners are still in the the speaking silent period. Across the board, listening is students' strongest skill. This hierarchy of skills, with writing being the least developed and listening the most, is a common trend observed by researchers in the ELL field.

3. From our itemized skills analysis, some patterns across NYSESLAT modalities: reading/writing and listening/speaking affect instructional decisions. Since a student needs to reach a proficiency level in all modalities to no longer be considered an ELL, differentiation of instruction plays a very important role in the ESL classrooms. By examining student results, the ESL teacher plans and uses different approaches to address the students' needs. For example, while some students will need to work on all four modalities, others may need to concentrate on reading and writing. While some might work in groups, others will be instructed to work individually on a computer center.

4a. At the present time, there are 6 new arrival students. Based on the LAB-R scores, 3 are beginners, 2 are intermediate and 1 is advanced. Based on 2010-11 NYSESLAT scores, across grades, the majority of ELLs are advanced, except for sixth graders where the number of intermediate students is grater. Within the advanced population of ELLs, some of the students are long term ELLs, but the great majority is either Pre-LTEs or newcommers. In 7th grade the majority of students scored advanced. The trend for the past several years has been that a majority of students reach advanced or proficient levels in the Listening/Speaking modalities, while scoring intermediate or beginner in Reading/Writing. Therefore, ESL and subject area teachers place a special emphasis on reading and writing instruction. As for the ELA scores, MS104 had some positive results last year where the students made considerable progress. However, the majority of our students are still level two and very few performed at level three. For the sixth graders who are new to our school, it is noticable that most of them are level one. Within this group, most of the students have been in the New York public school system for about two years.

4b. The ELL Periodic Assessment was administed for the first time in the school in the Fall of 2010. The test scores were very positive

where the majority of the students scored either advanced or intermediate. Only one student scored at the beginning level. The school leadership and teachers are using the data to better plan instruction. Writing was noticed as the area of major struggle and frustration among the students. A major focus has been placed in improving the English language learners' writing skills in all subject areas. A curriculum map was designed to address the specific needs of these students. The focus is to build strong and consistent academic writing skills. With that in mind, our goal is to empower these students with structural writing protocols which will enable them to use their critical thinking skills in an organized manner while writing academic papers. Aligned with the Common Core State Standards, the curriculum is organized around thematic units. Through diverse writing themes and protocols, the students will become more familiarized and educated in following the English writing process. The ELA teachers and one of the ESL teachers plan and teach collaboratively. The Bloom's Taxonomy approach is used as a writing strategy, allowing the students to build on their prior skills. It is also a great writing tool when teaching LEP students how to brainstorm higher level ideas and edit their writing. Grammatical issues are addressed during the "Do Now" and conference time activities. The students are also involved in a writing skill building initiative which was introduced last school year and will be continued this year. As part of our inquiry subgroup study, a great amount of LEP student data has been collected on a daily basis. It is later on used on formative assessments that address the students' specific writing needs.

4c. The periodic assessment data has taught us a great deal about our ELL population. It is clear that most of our students are proficient in lower- order thinking skills, being able to positively react to "right there" questions, make superficial text interpretations and carry on basic interpersonal communication in English. However, when asked to apply their knowledge and perform higher-order thinking questions, such as inference, make comparison and synthesize, they seem to struggle much more. It is evident that they lack important reading, writing and vocabulary learning strategies which would enable them to better comprehension a passage, use critical thinking and improve their test taking stamina level.

5. Not applicable.

6. According to Collier (1992), a successful ELL program is one that has high expectations for language minority students, as evidenced by active learning environments that are academically challenging. As an educational rigorous District 2 middle school serving a diverse ELL population that consists of 70 students, MS104 is continually trying to assess the success of our Freestanding ESL program. The first step in the evaluation process is data collection and analysis. At the beginning of the school year, The ELL team together with the school administration study the data from formative and summative assessments to understand the students' progress towards language acquisition and academic proficiency. In particular, the team evaluates gains and areas of improvement in all modalities of the NYSESLAT, ELA and other standardized NYS content area exams. Aware of the importance of maintaining a consistent language allocation policy, Simon Baruch Middle School incorporates and reinforces all principles that pertain to the Freestanding ESL model. This includes coherence, academic rigor, explicit ESL instruction, content area instruction aligned to the standards, native language support and ongoing assessment in content areas as well as English language development.

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.

Based on the data stated below, the MS104 ELL team chose to devote special attention to out newcomer group. The team will particularly focus on a group of students who could be at risk of moving from a "newcomer" status to a "pre-LTE (4-6)" status if they don't score proficient on the 2011-12 NYSESLAT test.

- * Out of 70 ELL students, 42 students (60%) are newcomers (1-3 years of ESL services).
- * As per LAB-R and NYSESLAT Listening/Speaking modalities, out of 42, 1 is beginner, 13 are intermediate, 21 are advanced and 7 are proficient.
- * As per LAB-R and NYSESLAT Reading/Writing modalities, out of 42, 10 are beginners, 18 are intermediate, 12 are advanced, and 2 are proficient.

The goal is to enable these students to further develop their linguistic and academic reading and writing skills. It will allow them to achieve proficiency in all areas of the test, allowing them to exit from the ESL program in to mainstream ELA classes. As a first step, Ms104 decided to include some of our newcomer students in the inquiry team subgroup. The study aims to foster academic rigor and student

achievement. These students are going to be taught specific skills on a weekly basis and are going to be constantly monitored and assessed. Hopefully, the positive results from this systematic approach will reflect on the students test scores.

Part VI: LAP Assurances

School Name: <u>Simon Baruch Middle School</u>		School DBN: <u>02M104</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemarie Gaetani	Principal		10/13/11
Michelle McCaffrey	Assistant Principal		10/13/11
Blanca Rivera	Parent Coordinator		10/13/11
Maria Friedland	ESL Teacher		10/13/11
Elissa Stein	Parent		10/13/11
Elani Huie/ESL and Spanish	Teacher/Subject Area		10/13/11
	Teacher/Subject Area		10/13/11
Bas Stevenson	Coach		10/13/11
	Coach		10/13/11
Rachel Schleifer	Guidance Counselor		10/13/11
	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: 02M104 **School Name:** MS104 Simon Baruch Middle School

Cluster: 01 **Network:** CFN101

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.

The school's ethnic breakdown is reviewed from ATS and from SEMS for the incoming class. Translations needed for PTA, parent teacher conferences and IEP conferences are assessed.

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.

The prominent groups needing translation services are Chinese and Spanish. The parent coordinator and the PTA executive board are alerted so that all major written communications are translated by DOE services. All teachers are reminded by the principal via a newsletter to seek assistance from the PC so that their written or oral translation needs are serviced. Services are needed during parent teacher conferences, for IEP meetings and for some disciplinary meetings. All written communications are translated.

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 major written communications are e-mailed to the DOE translation services. These include letters from the administration, school brochures, parent handbooks and PTA notices.

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.

The school hires translators for Chinese and Spanish interpretation for scheduled parent-teacher conferences and IEP meetings. School staff is used for impromptu meetings when possible. Otherwise the DOE's translators available by phone are used.

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>.

A large sign is posted in the lobby of the main entrance in English and the 8 languages as required by the Chancellor's Regulations informing parents that translation services are available. Every parent receives a Parent's Bill of Rights and Responsibilities in their native language. In addition, at each PTA meeting we ask if anyone needs translation so that a copy of the minutes can be provided in their native language. Translated documents are provided by the DOE and the school gets all important school-based communications translated. Faculty and other staff members provide translation services on the spot when needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Simon Baruch Middle School	DBN: 02M104
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our Title III program is an after-school support for all ELL's grades 6, 7 and 8. All students currently receiving ESL services will be invited. The support will be literacy based. We have projected number 35-40 of our ELLs to be served. Groups will be based on proficiency levels/grade (ensuring that no more than two contiguous grades are in each section). Differentiated instruction will be used based on diagnostic & performance assessments, proficiency levels & individual student needs. Two groups no larger than 20 students will be directly serviced by 2 ESL teachers (Maria Friedland & Dana Waschitz) and a third ELA teacher (Brittany Sirlin), who will team teach with the ESL teachers to ensure alignment and provide additional support. All sections will be co-planned. ELA sessions will support skills aligned with the departmental grade curriculum and Common Core Standards. We will maintain our Balanced Literacy approach used during the regular school day and include test prep for the NYSESLAT. Students will also need additional support in developing and improving skills affecting performance on classroom assignments and standardized tests. These skills include: listening and note taking, decoding, reading comprehension skills, grammatical structure, academic vocabulary development & analyzing reading across disciplines. Online software programs will also be used to support students including ESL SmartReader, Study Island and MyOnline Reader as well as the Performance Series to assess and monitor student progress. Our sessions will run after school weekly for 90 minutes from 3:00 p.m. until 4:30 p.m. for approximately 20 weeks from February through June. There will be a cooperative planning approach with the ESL teachers recommending accommodations for the literacy instruction. SmartBoard technologies, online ESL software and general instruction supplies such as charts, journals, markers, graphic organizers, certificates of achievement will be needed. □□□□□ □□□□□

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The assistant principal who supervises ELA, Michelle McCaffrey, will supervise the after school program and provide staff development to the teachers. Teachers servicing ELL students receive the following staff development: ESL Reading Smart webinar in the beginning of March through Archipelago Learning, LLC., 3 workshops on strategies for ELLs during the school's 90 minute common planning time on Thursdays (tentatively scheduled March 7th, April 11th & May 9th). Three teachers working closely with ELLs will attend outside an institute sponsored by OELL. Two teachers will attend the Saturday sessions of ELL Institute (8 hours on the following days: November 17, January 12, March 9, May 11) and one teacher on the Friday sessions along with their administrator/supervisor of the after-

Part C: Professional Development

school program (8 hours on the following days: November 16, January 11, March 8, May 10). Some of the topics of the institute include "CCS: Redefining Instructional Models to Meet ELLs' Needs;" "Providing ELLs Access to Challenging Content;" & "Distributed Responsibility for Developing Academic Language." Our network, Bridges for Learning ELL specialist visits bi-monthly to plan and work with teachers of ELL students. Staff development will also be provided through a book study ("99 Ideas and Activities for Teaching English Learners with the SIOP Model" by MaryEllen Vogt & Jana J. Echevarria) focusing on best practices to support ELLs. In addition, to coaching during the sessions, co-planning meetings and in monthly afterschool workshops are scheduled for the first Tuesday of each month (hour long sessions). Topics covered will be academic vocabulary development, writing responses, literary elements, and analyzing disciplinary texts. Areas in need of staff development will also be identified as the program proceeds. [REDACTED]

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The school supports parents as to their needs and try to provide the workshops requested. A survey will be sent home in each of the after-school students' blue Baruch folder (used to send home important notifications) in their native languages to gauge topics and interests of parents/families.

In order to engage parental involvement and allow it to be ongoing and sustained, we will send a winter through spring calendar of monthly parent events upon the start of our ESL Afterschool Program. An invitation & calendar will be sent home with students in their blue Baruch folder (used to send home flyers) written in their parents/guardians' native languages informing them of the following planned parental activities that will be hosted:

A class for our ELL parents focusing on Engrade, our school's online grade book will be held to assist in them in accessing, monitoring student progress, & corresponding with teachers through the program. This will take place in February and be provided by our Michelle McCaffrey (program supervisor), Maria Friedland (ESL teacher) & Chris Comparetto (assistant principal).

A parent workshop on "ESL Online Tools & Resources" will be conducted by Michelle McCaffrey (ESL supervisor) & Maria Friedland (ESL teacher) in our school's computer lab. Parents are invited to bring their family members to try online resources used as school and those we recommend for extra support at home. Informational materials will be distributed in their native languages so they can continue accessing these resources/sites outside of school (March).

Part D: Parental Engagement Activities

MS104 proposes for the school year of 2012-13 to seek & continue connections with multicultural organizations such as Chinatown YMCA New Americans Welcome Center and the Harlem YMCA Literacy Zone to organize and provide workshops on English language learning awareness, adult English literacy and computer training. Michelle McCaffrey & Maria Friedland will coordinate to host an information meeting for parents to meet with the community organization representatives in order to share with our ELL families programs & services offered in the nearby community (April).

Parents will be invited to participate in a field trip along to the Sony Technology Lab (May) and join in the ESL Games Day (June) to help foster their involvement in our school community. Both family events in May & June will be led by Maria Friedland, Brittany Sirlin & Dana Waschitz (ESL after school teachers).

????????

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		