



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

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

PRINCIPAL: DAVID GETZ EMAIL: DGETZ@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 |
|----------------|--|-----------|
| David Getz | *Principal or Designee | |
| Melissa Nathan | *UFT Chapter Leader or Designee | |
| | *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 | |
| | Member/ | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Improve the ability of our students in reading informational text to determine the meaning of words and phrases, as they are used in a text, including figurative, connotative, and technical meanings.

Comprehensive needs assessment

Last year, by using the New York State ELA test results, we can see that about half of our students did not make progress in their ELA scores from the previous year. When looking at the students who comprise the lowest third of our school, more than half of these students did not make progress in their ELA tests. I believe that calls for an improvement and an increased intensity in our direct reading instruction. Using the common core informational text reading standards of focusing on the meaning of words and phrases should provide our students with not only the skills necessary to tackle difficult texts, but the habit of mind of close reading to change the way they approach a new, informational text. It appears from our ELA test results, that this habit of mind of close reading is not consistent throughout our school.

Instructional strategies/activities

1. We have engaged an expert staff developer, Rose Greco, to come to our school to help our English Language Arts teachers develop the ability of their students to determine the meaning of words and phrases in informational texts.
2. We have sent our ICT staff developer, Melissa Nathan, to Common Core Literacy workshops so she can provide staff development on this Common Core Standards to our ICT teams in a way that supports their efforts to differentiate instruction, while keeping in mind the common goals.
3. I will be meeting regularly with humanities and science teachers to discuss their progress in improving their teaching of this Common Core standard.
4. We have provided our teachers with common planning time to meet with each other and share materials and planning on this work
5. We have also have changed our science curriculum to provide our students with more opportunities to read informational text. Along with these materials, we are providing our science teachers with similar training to our ELA teachers
6. We are using our benchmark Acuity tests, as well as the predictive texts to diagnose areas in our ELA instruction that need to be addressed. We are also using this data to identify students who need extra help
7. We have identified the bottom 3rd of our students (in their performance on the previous ELA test), and we are giving them two additional hours per week of close reading instruction. We have created a curriculum for this extended day program that aligns the grade curriculums with this Common Core standards
8. To assess the success of this initiative, we will be using mostly teacher created assessments, as we do not have a base-line assessment on the new Common Core test. We will be using the DOE baseline assessments and interim assessments to help us gauge our progress on this initiative. We will also be using student interviews, to help us gain insight into how the thinking of our students has changed as a result of this new way of reading difficult texts.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable.
- Parents will be invited to curriculum night to be informed about this goal. In addition, parents will be informed about their child's progress through
- Progress reports to the parents.
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- 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: This program is funded through our regular tax levy money and the money we allocate to our network, as well as NYSTL funding and PTA funding for materials.

Service and program coordination

1. Rose Greco, our Network Staff Developer, is covered by our financial commitment to our Network
2. Melissa Nathan is being paid as a Lead Teacher. The role of Lead Teacher allows her spend half her working hours at ESMS staff developing. It also allows her to participate in Network staff development on the Common Core Standards.
3. Our NYSTL budget and PTA budget provide us with the money necessary to purchase literature that supports our work.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To improve the ability of our students in their science reading and writing to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support claims .

Comprehensive needs assessment

The need for this ability was generated by formal and informal assessments of the writing and reading of our students. Assessments showed that our students needed to improve their ability to find relevant and persuasive evidence to support claims in their writing. Similarly, students showed that they often struggled to identify the claims made by an author, as well as the evidence that was most important in supporting that claim. These struggles were most evident in science, where vocabulary and complex, abstract concepts often make it harder for a student to trace a claim through its evidence.

Instructional strategies/activities

1. This past spring, we revised our science program by purchasing the year-long science curriculum from SEPUP. This curriculum is simulation based so that each unit creates an authentic need for the students to understand the science facts and concepts by using simulations to assess student understanding. For example, by asking students to evaluate and fund various grant proposals to the NIH, students need to understand such concepts as the placebo affect, sample size, medical ethics, dependent and independent variables. Students are also required, to evaluate the evidence used to support the claims of the applicants for the grants. In each SEPUP unit, students are asked to evaluate claims and evidence, as well as make arguments using claims and evidence.
2. Our science staff was trained this summer and early fall, by SEPUP trainers. This training focused primarily in teaching our students how to organize their notebooks, identify evidence and track their reasoning.
3. Liz Hamilton, our writing teacher, is also coaching our science teachers in the teaching of persuasive writing.
4. We will be bringing in various scientists and doctors to help our students develop their ability to read science and medical literature, including such real world examples as the text from the Physicians Desk Reference, as well as the information sheets that come with prescription drugs.
5. This program will be initiated this year. It's first phase will take the entire year. We expect to continue to develop these skills for the next three years, as our students cycle through all three grades of SSPUP Curriculum .
6. We will evaluate the success of this initiative through the SEPUP assessments, as well as teacher created assessments.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. All schools should cite strategies to increase parent involvement that aligned to the goal when applicable.
- Parents will be invited to curriculum night to be informed about this goal. In addition, parents will be informed about their child's progress through
- Progress reports to the parents
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- 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 x Other

If other is selected describe here: PTA funding for the SEPUP curriculum, which cost about 80, 000.00

Service and program coordination

Rose Greco, our staff developer for literacy will work with our science teachers to help them develop the abilities of our science teachers to teach reading skills. Similarly, our creative writing teacher, Lis Hamilton, will work with the teachers on this same goal. The PTA funds will purchase the science curriculum, which lends itself to reading for evidence.

- 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).

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

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- To improve our students ability to critique the mathematical reasoning of their peers.

Comprehensive needs assessment

- While we have worked on mathematical modeling and problem solving for the last four years, and have developed a healthy program through Math Congress, we still have to better develop our students abilities to listen to and critique the problem solving work of their peers. This connects to the math listening standards and modeling standards of the Common Core.

Instructional strategies/activities

Math Congress is a problem solving program in which groups of students are given a complex problem that appears to be too difficult to solve individually. Solutions to the problem call on students to identify the problem and model a solution, looking for the most accurate and efficient solution. This year we will focus more attention on student discussions during the group's work at creating a math model, as well as the critique section of the presented models. Our objective then will be to stage two math congresses per class per month, with the critique playing a much more significant role in the event.

Teachers will conduct two Math Congress events per month, spending 15 minutes in the critique session of the event. Students will be given written graphic organizers to structure their communication in coming to consensus about their solutions. Students will develop methods to follow the reasoning behind the models of their peers, as well as tools to critique these models for accuracy and efficiency.

Teachers will receive staff development from Asst. Principal, Michael Goldspiel, as well as ICT staff developer, Melissa Nathan. Teachers will use common planning time to assess student critiques.

This initiative will be evaluated through the use of student conferences and teacher created assessments.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable.
- Parents will be invited to curriculum night to be informed about this goal. In addition, parents will be informed about their child's progress through
- Progress reports to the parents
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- 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

- **Our** assistant principal, Mr. Goldspiel, will work with all of our math teachers to coordinated their work and provide them with staff development. Math teachers will be provided with a common planning period each week to help them plan together.
- 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).

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

To provide our parent community with opportunities to learn about the emotional needs and challenges of adolescents.

Comprehensive needs assessment

Each year, many students at ESMS present problems related to drug/alcohol use; sex and gender issues, or problems related to social media and the internet. In addition, many of our students will be expected to confront problems related to these issues in their high school years. We believe that one way to address this problem is to provide our parents with the information and skills necessary to help them help their children navigate through adolescence.

Instructional strategies/activities

- a) The principal will host six parent book clubs, focusing on the emotional needs of adolescents
- b) The administration will hold six grade breakfasts, two per grade, each focusing on the emotional needs of our students
- c) The PTA will hire Beth Rosen, a psychologist and expert on listening skills, to provide two parent workshops around the theme of "increasing our ability to listen to our children."
- d) The PTA will hire the NYU Child Study Center to provide three parent workshops. These workshops will be on 1. Drug and Alcohol Use 2. Sex and Gender Issues 3. Internet Safety. Each parent workshop will take place at 9am and will be followed by a workshop for students on the same theme.

This program will be assessed through the Parent Environment surveys, school created surveys and parent interviews.

Strategies to increase parental involvement

- As a parent involvement goal, the strategies are listed above.
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- 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 x Other

If other is selected describe here:

PTA funding

Service and program coordination

- The PTA will fund the NYU workshops. Our parent coordinator, guidance counselor and the principal will work with the parent community and the NYU child Study Center to coordinate their efforts. 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).

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:
 - e) 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 | | | |
| Mathematics | | | |
| Science | | | |
| Social Studies | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | | | |

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.

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to describe strategies and activities for recruitment, retention, assignments, and support, including high-quality professional development, as instructed in the text above.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

| | | | |
|--|-------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader Courtney Dowd | District 2 | Borough Manhattan | School Number 114 |
| School Name East Side Middle School | | | |

B. Language Allocation Policy Team Composition

| | |
|---|--|
| Principal David Getz | Assistant Principal Michael Goldspiel |
| Coach N/A | Coach N/A |
| ESL Teacher | Guidance Counselor Jessica McInnis |
| Teacher/Subject Area Lis Hamilton | Parent type here |
| Teacher/Subject Area Katie Blalock | Parent Coordinator Karen Austen |
| Related Service Provider Heather Solomon | Other type here |
| Network Leader Courtney Dowd | Other type here |

C. Teacher Qualifications

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | 448 | Total Number of ELLs | 1 | ELLs as share of total student population (%) | 0.22% |
|------------------------------------|------------|----------------------|----------|---|--------------|

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. [🔗](#)

1. At East Side Middle School (MS 114) every effort is made to increase student achievement and engagement. and Identifying English Language Learners (ELLs) would be a critical step in this process. When registering students new to the NYC public school system in Elementary school, parents fill out the Home Language Identification Survey (HLIS) which is translated into fifteen languages. The certified ESL teacher conducts the initial screening and informal interview and administers the HLIS. If the ESL teacher is not available, the guidance counselor or assistant principal, NYS certified pedagogues, administer this. When appropriate, the translation services of in-house staff members fluent in Chinese and Spanish are utilized. In other instances, the ESL teacher contacts the NYC DOE's Over the Phone Translation Services to facilitate this process. If the responses indicate that a student may be an ELL, the ESL teacher administers the LAB-R, a test used to determine initial entitlement. This test is administered within ten days of enrollment. If the student's native language is Spanish, the student is also administered the R-LAB by the Spanish teacher.

Up until this point, students have already been identified as ELL's prior to registration at East Side Middle School. If while attending East Side, a student has been flaged as a possible candidate to receive ESL services, our school would make every effort to follow the proper protocol to determine whether or not this student was indeed a student in need of ESL services.

The first step we would take is to annually evaluate ELLs using the NYSESLAT todetermine who is eligible. Among the ATS reports checked is the RLER which lists eligible students. At the beginning and end of each year, the school office manager reviews lists in ATS that shows all admitted and discharged students. The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. This school year, it will be administered from April 18-May18,2012. The other sections are administered according to grade level in the following order: listening, reading and writing from May 7-18, 2012. An ESL teacher administers the four sections. If more proctors are needed, certified teachers in other subject areas are utilized. The ESL teacher ensures that proper test accommodations for special education students are followed. During the summer, the results are posted in the function RLAT on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient. The level determines the number of hours per week of mandated ESL instruction.

2. Within the first two weeks of school or within the first two weeks of enrollment in the NYC school system, the principles contact parents whose children have scored below proficiency on the LAB-R. A critical component of Children First reforms is program placement of ELLs. Contact is always made to ensure that parents are aware of the different forms of placement available for their child at our school, and city wide. 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. A letter of continued services is also sent home to the parents, informing them that their child will still be receving ESL services for the new school year. The school records ELL program choices on the ELPC function on ATS. If there are fifteen students in contiguous grades who have the same home language and whose parents request a transitional bilingual education program, it will be formed. Parents are told of their legal right to transfer their children to a school with the program they prefer as long as there is space available. If a family requests a bilingual program, ESMS contacts the DOE's Office of ELLs.

3. Entitlement letters for new ELLs are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the office contacts the parent to ensure that they received the entitlement letter, and asks the parent to please return it in a sealed envelope to the office manager. They are then kept on file in the main office. At the beginning of the school year, the office checks the RLAT report on ATS to determine ELL status. Entitlement, Continued Entitlement, Non Entitlement and Non Entitlement/Transition letters are sent to the parents in English and the home language. Copies of these letters are kept on file in the main office.

4. In the past, East Side Middle School has admitted students who have already been identified as ELLs. If a new student is in need of ESL services, and has been identified by the Academic intervention team as a student qualified for these services, parents of ELLs are notified of when their children are admitted. In addition to informing parents of new ELLs to the NYC school system of their right to choose, the office would then check elementary school records of ELLs coming into the school. If a student was previously in a bilingual program, the we would set up a meeting with the parent and a translator to make sure the parent understands his/her options. The parent would then be informed that switching a student back-and-forth from one program to another is not recommended from a pedagogical standpoint.

5. There have been a few students in the past five years who have taken the LAB-R, but these students have all scored proficient in English. As a result, there are no Parent Survey and Program Selection forms to analyze.

6. The program models offered at the school are aligned with parental request. We will continue to build alignment between parental choice and program offerings by ensuring that ELL parents are informed of their legal right to transfer their child to a school offering a TBE program if so desired.

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 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | 4 | 0 | | | | | 4 |
| Total | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 4 |

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

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

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| 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: <u> </u> | Asian: <u> </u> |
| Native American: <u> </u> | White (Non-Hispanic/Latino): <u> </u> |
| | Hispanic/Latino: <u> </u> |
| | Other: <u> </u> |

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 | | | | | | | | 1 | | | | | | 1 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |

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. East Side Middle School ensures that students are receiving proper services by delivering instruction in the form of a push-in co-teacher within the areas of Humanities, Creative Writing, Science, and Math.

1b. The school uses a Block program model in which the class travels together as a group by grade. Periods are divided into 45 minute periods. There are two CTT class per grade and students across the grade level receive SETSS services. All ELLs in the same grade of mixed proficiency are placed in the same class.

2. At the present time, there is one Advanced ELL in a CTT class and service provider pushes- ino t provide services. Classes are organized so that ELLs in the same grade are placed in the same class. The administration uses the results on the LAB-R and the NYSESLAT to facilitate this process.

2a. Advanced students receive 180 minutes of ESL instruction per week while Beginners and Intermediate receive 360 minutes per week as per CR Part 154. In order to strengthen the connection between literacy and the content areas for all students at East Side Middle

A. Programming and Scheduling Information

School, English and social studies are integrated into a Humanities course. The service provider pushes into Humanities and, thus, can help the ELLs with language development and content achievement.

3. The language of instruction is English. However, native language knowledge is used since the linguistic and cognitive interdependence between the first and second language facilitates learning academic English. The classroom library includes books in the students' first language. All content area classrooms have extensive class libraries. Dictionaries that translate words from English to the native language are available in all content area classrooms. Technology enrichments in the native language are utilized. Classes are taught at East Side using Columbia University's Teachers College Reading and Writing Project workshop model combining mini-lessons with group, paired and independent work. Teaching is data driven using formative and summative assessments to make pedagogical decisions. Instruction is aligned to the Common Core Standards with teachers using literary and informational texts. Students receive grammar instruction in both Humanities and Creative Writing. Teachers in these two content areas work with students to help them access complex texts by helping the students understand Tier Two and Tier Three vocabulary and figurative language. Both the science curriculum and Math curriculum are designed as "hands-on programs" that allow the student to interact with the content. Students are encouraged to test out theories and hypothesis, perform experiments that are tactical and allow students to learn through discovery. Vocabulary in the content area is infused within the premise of the lesson, allowing students to gain both visual and physical knowledge of the information at hand. Differentiating instruction and using strategic grouping is an important pedagogical approach at East Side. At East Side Middle School, teachers do not teach subjects in isolation. Teachers integrate media and technology into classroom practices, especially in the area of Humanities. These projects are great for all students and enrich language development for ELLs. In addition to having laptop carts on each floor, the school has access to iPads with many applications to assist instruction for ELLs.

4. When Spanish speaking ELLs are first admitted into the NYC school system, they are administered the R-LAB. This tool helps teachers ascertain language skills in Spanish. Were East Side Middle School to get Spanish-speaking SIFE students, the students would be administered the academic language and literacy diagnostic in Achieve 3000 to determine native language proficiency. In the future, were East Side Middle School 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. Although we do not have SIFE students at the present time, the Academic Intervention team is preparing itself for this contingency. Age appropriate, high interest and beginner level reading materials such as the program RIGOR (Reading Instruction Goals for Older Readers) would be ordered. If necessary, the school would hire a translator to assess the student's level in content areas and the school would provide additional support for these students after school. Salk would apply for a grant for high needs populations to include professional development and parental involvement.

5b. Newcomers require more scaffolding strategies including pictorial support and realia to make the content comprehensible. Books with accompanying CD's and computer programs are utilized to help increase fluency and afford the student the opportunity to hear the English language read aloud. This, in turn, will familiarize the student with English cadence. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is crucial in preparing students. Material is scaffolded to ensure that work with literary and nonfiction texts is accessible to the students. Additional support is allocated in academic language when working with the Depth of Knowledge Levels. Teaching students how to use word-to word dictionaries and teaching cognates are among the strategies used at East Side Middle School.

5c. With long-term ELLs receiving 4 to 6 years of service, additional assessments would be administered. Different methodologies might be necessary. For instance, if the student were having difficulty decoding, the Wilson program might be used. Based on the Common Core Standards, the teacher would use Hiebert's "Text-Complexity Multi-Index" to match texts to the student. This is a research-based program. The goal would be to increase the students' fluency, comprehension and critical thinking using literary and informational texts.

5d. For long-term ELLs who have completed 6 years, the school would carefully analyze the data to determine if the issue is a language or a learning issue and might decide to have the student assessed in his/her home language. The school would purchase high interest fiction and nonfiction reading materials to bring this group up to speed.

6. When working with ELL-SWDs, the goal is to provide access to academic content areas and accelerate English language development.

A. Programming and Scheduling Information

The students' IEPs are used as guides. All subject area teachers and service providers work together to ensure that a coherent plan is created to differentiate language issues and actual disabilities. For instance, if the IEP states that the student has difficulty decoding multisyllabic words, a student may need help to "chunk" the text to make it comprehensible.

7. East Side Middle School uses curricular, instructional and scheduling flexibility to meet the needs of ELLs-SWDs within the least restrictive environment. East Side Middle School provides SETSS, and CTT instruction The IEP determines the least restrictive environment for each student. Using a push-in model, the students do not miss any work being pulled out of class. Materials are used that correlate with the materials given by the subject area teacher, and are designed to provide native language and scaffolding supports. The special education requirements are aligned with the LAP. Teachers of all subject areas are encourage to log into SESIS for additional information on how best help these students meet the IEP goals.

Courses Taught in Languages Other than English

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

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

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

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

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

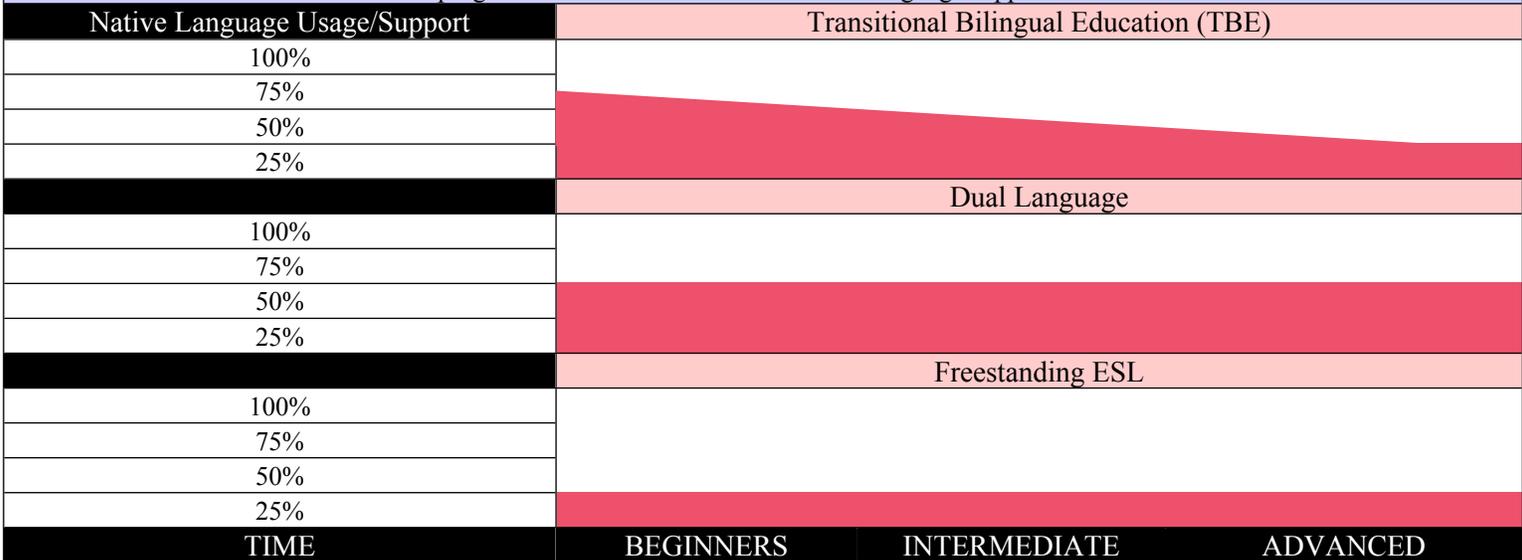
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. East Side Middle School has targeted intervention programs for all students including ELLs who need additional support. At the onset of the school year, teachers use ARIS to determine who might benefit from the Extended Day program in English and math on the basis of standardized test scores. Next, teachers use their formative assessments aligned to the Common Core Standards to revise that list. Instruction is provided in English. In the future, were East Side to have a threshold of thirty ELLs, the school would apply for a Title III grant in order to provide additional, after school support in ELA and math geared specifically to ELLs. (WHAT DO CURRICULUM DO EXTENDED DAY TEACHERS CURRENTLY USE?)1.

East Side Middle School uses many formative and summative assessment tools to determine the literacy skills of the entire school population, including all ELLs. Assessment informs instruction. At the beginning of the year, the academic intervention team assesses all students with Sandiago quick, which determines a student's level of decoding. We also use Teachers College Reading Assessments(TCRWP). For ELLs, the teachers also administer /Fountas and Pinells' oral reading assessment.

By assessing students one to one using fiction and nonfiction texts on different levels, the teacher can determine, among other things, the student's prior knowledge, decoding ability, fluency, speed, stamina and strategies. The teachers differentiate instruction accordingly and form strategic homogenous groups and pairs.

Based on the data collected from these assessments, East Side Middle school has initiated a new reading intervention program, where teachers use this data to drive a more informative form of direct intervention. Students that test low in the area of decoding are placed into Wilson quick groups, that meet every morning or afternoon during extended day hours. Students that struggle with fluency, will now receive targeted intervention during afternoon homerooms, in which the Great Leaps program will be used to increase their reading fluency level. Lastly, students that struggle with reading comprehension, have been placed into extended day groups that work on this skill with their Humanities teacher. Every unit of this program has been designed to correlate directly with the curriculum of that grade, to ensure that students are increasing their ability to comprehend through lessons that will benefit their every day understanding of what is being taught in the classroom. The common core standards have been infused into this curriculum, to ensure that students are receiving instruction that directly aligns with the standards of that grade level.

9. ELLs reaching proficiency on the NYSESLAT are provided transitional support for two years. They are provided 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 after school program when needed.

10. For the upcoming school year, there will be more of an emphasis on reading nonfiction texts. In teaching writing, teachers will place an emphasis in teaching students to convey ideas and opinions through information/argument writing. (WHY?)

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

12. ELLs are afforded equal access to all school programs. There is a wide array of after school programs including team and intramural

sports, math clubs, drama, art, chess, guitar, homework help and SHSAT prep. These programs are open to all students. In addition, students choose from a menu of electives offered during the spring semester for one day a week for 80 minutes. These electives includes activities such as chess, dance, cheerleading, guitar, cinema, drama, film and art. The school has many partnerships that enhance learning and provide greater individualized instruction to students including ELLs. Among these partners are NYU IPTAR program. In addition, the school has infused school wide program called "Think Elephants" which allows students to research and raise money towards *** The student population is also involved in student government, a group that is open to all students interested in becoming a part of this committee.

13. Since the ESL program at East Side is a push-in program, the same material that the content area class is using is infused into the classroom, and it incorporates scaffolding methodologies to improve English language proficiency and increase content knowledge. In Humanities, teachers use materials designed by Columbia University's Teachers College Readers and Writers Workshop. The teachers, then work collaboratively using the Common Core Standards to add to the curriculum. ELLs are helped with grammatical structures and vocabulary.

14. Native language support includes the use of bilingual dictionaries. In the future, were East Side to have groups of ELLs who share a common language, the school might organize Native Language Arts classes because research has shown that the more reading material that students read in the native language, the easier it is to transition to academic English proficiency.

15. The required services support and resources correspond to ELLs ages and grade levels. Were the school to enroll older ELLs, East Side Middle School would purchase appropriate materials suited to these students. Additionally, after school tutoring would be provided.

16. In June, before entering East Side, all 5th grade students who will be attending our school are invited to an open house. At this event, the students and their parents meet staff members and other incoming students. If there are newly enrolled ELLs we would infuse a "Buddy" program in which 7th and 8th graders help 6th graders, including all ELLs, acclimate themselves to middle school.

17. Sixth, Seventh and eighth grade students at East Side study Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The goal of staff development at East Side Middle School is to increase student achievement and engagement. Teachers are analyzing and learning how to use the principles set forth in Charlotte Danielson's Framework for Teaching to evaluate best practices. Teachers are focusing on questioning techniques. They are, also, learning techniques to teach argument writing. At staff development meetings, teachers are learning to use the best research-based strategies to target groups including ELLs. Multiple teachers, including our Special Education Coordinator and Humanities teachers attend various conferences throughout the school year specifically dealing with ESL methodology. In November, our Special Education Coordinator will be attending a day long conference "From Theory to Practice: ELLS and the Common Core Standards." She will, also, be attending a three session workshop "Literacy in Content Areas for ELLS" based on the work of Dr. Lili Fillmore Wong. After attending these events, she turn-keys the information to all administrators and teachers of ELLs. As our Special Education Coordinator is the coordinator of the school's program, she also trains special education service providers. on the methodologies learned at these conferences. The goal is to make sure they do not confuse second language issues with special needs. The ESL teacher/coordinator makes sure all office personnel are sensitive to the needs of ELLs and their parents and know who to call for translation services. She assists the guidance counselor in finding community organizations that can assist these families. If an ESL student were to have a paraprofessional, she would explain to the para when to use the native language and when to use the second language. At IEP meetings, she makes sure the school psychologist understands that there no longer are X-coded students and that the IEP has to indicate whether the student is to be in a monolingual or bilingual setting. Our Special Education Coordinator is currently in persuit of receiving certification in the area of ESL, therefore our school's Special education coordinator/IEP teacher/SETSS teacher, would also be able to provide appropriate services to all ELL students. Our school has also had a teacher from the teacher reserve pool placed in our school for a short period of time that is ESL certified, and has worked with our ELL to ensure that he is properly perparing for the NYSESLAT which will be administered in the spring.

2. To reach the goal of helping ELLs as they transition to different levels of education, teachers work together to revise curriculum maps. The goal is to make sure the maps are aligned vertically and horizontally to enhance connections between content areas and grades. This, in turn, will support transitions from elementary to middle and from middle to high school. In addition, 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.

3. All teachers in the school are provided instruction on how to address the needs of all learners. Our Special education program has been designed to address the needs of our most struggling readers and writers. Professional development is provided twice a month to all staff members, and encompasses many literacy components that effect all students, including ELLs. Humanities teachers are provided extra PD time to meet and address the needs that they are coming across in the classroom. East Side Middle school has a literacy staff developer that works with all members of the staff in order to ensure that our curriculum is appropriately aligned with state standards, the general public, and IEP student's needs.

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. East Side Middle School has a very diverse student and parent population. A concentrated effort is made to get all parents involved. This process begins with our recruitment efforts as a choice school. In order to attract a diverse student population, Elementary schools are contacted about open house opportunities for the incoming 6th grade class. Parents have a chance to tour the building, hear about our enriched curriculum and meet with staff members, parent association officers, current students and each other. At the beginning of the school year, East Side hosts a Curriculum Night where parents meet their children's teachers and are informed of curricular expectations. Among other ways the school tries to involve all parents is by hosting parent breakfasts, meet and greets with the administration, as well as various pot luck dinners where parents are encouraged to prepare a dish to celebrate their cultural heritage. (*Staff members who interpret*) Our school tries to pull the community together through events where parents are encouraged to come with their kids and partake in the planned activities including movie nights, school dances, karaoke night, pizza night etc.

2. The parent coordinator provides all parents with information about free adult education classes provided by the Department of Education, Office of Adult and Continuing Education. Parents are included in all community events. This year East Side Middle School has connected with IPTAR, the Institute for Psycho-analytic training and research, which provides the parents with support for adolescence.

3. East Side Middle School makes sure to evaluate the needs of our parent community through various ways. Monthly PTA meetings are held to discuss issues that arise during the year. A team of East Side Middle school parents convene to discuss these prevalent issues with the administration, and strategies that can be implemented to ensure that all the needs of our students are met. Parent teacher conferences allow parents to communicate with parents in person twice a year, and progress reports are sent home each trimester. Special Education teachers also provide progress reports that provide parents with information regarding IEP goals, and plans for the future. An environment survey is taken each year which gauges the overall feelings on administration, teachers, the curriculum, and emotional state of students. This survey can be given in the native language of the parent.

4. We query parents as to their needs and try to provide the workshops requested. Our actions are a direct result from the feedback we get back from parent consultations. East Side Middle school has an active parents' association and every effort is made to get all parents involved. Some parents like to assist the teachers and students and help with curricular events. Some workshops for parents are held in the evening and some in the morning so that the school can accommodate parental schedules. The parent coordinator is a liaison between parents and staff. She responds to parental concerns and refers unresolved issues to the administration. The goal is to strengthen the home/school connection.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | | | | | 0 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | 1 | | | | | | 1 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |

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

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

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

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

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

1. East Side Middle School uses many formative and summative assessment tools to determine the literacy skills of the entire school population, including all ELLs. Assessment informs instruction. At the beginning of the year, the academic intervention team assesses all students with Sandiago quick, which determines a student's level of decoding. We also use Teachers College Reading Assessments(TCRWP). For Ells, the teachers also administer /Fountas and Pinells' oral reading assessment.

By assessing students one to one using fiction and nonfiction texts on different levels, the teacher can determine, among other things, the student's prior knowledge, decoding ability, fluency, speed, stamina and strategies. The teachers differentiate instruction accordingly and form strategic homogenous groups and pairs.

Based on the data collected from these assessments, East Side Middle school has initiated a new reading intervention program, where teachers use this data to drive a more informative form of direct intervention. Students that test low in the area of decoding are placed into Wilson quick groups, that meet every morning or afternoon during extended day hours. Students that struggle with fluency, will now receive targeted intervention during afternoon homerooms, in which the Great Leaps program will be used to increase their reading fluency level. Lastly, students that struggle with reading comprehension, have been placed into extended day groups that work on this skill with their Humanities teacher. Every unit of this program has been designed to correlate directly with the curriculum of that grade, to ensure that students are increasing their ability to comprehend hrough lessons that will benefit their every day understanding of what is being taught in the classroom. The common core standards have been infused into this curriculum, to ensure that students are receiving instruction that directly aligns with the standards of that grade level.

East Side Middle School uses interim assessments provided by the NYC Department of Education, and the DYO. Teachers use assessment in instruction as outlined in Framework For Teaching. (WHAT DOES THIS DATA TELL YOU ABOUT YOUR CURRENT ELL?)

2. The data patterns across proficiency levels on the LAB-R and the NYSESLAT reveal how students are performing in terms of being Beginners, Intermediates, Advanced or Proficient. Since East Side Middle School has one ELL student, the data is not broad enough to analyze in this way.. However, this student has remained on an Advanced level for three years and previously was X-Coded. The goal is to move the student to a Proficient level with targeted ESL instruction.

3. The patterns across NYSESLAT modalities: reading/writing and listening/speaking affect instructional decisions. Teachers differentiate instruction and group students accordingly. In East Side Middle School's case with its one student, the decision is how to best "buddy" this student with non-ELLs to improve language proficiency and academic achievement. (WHAT SPECIFIC MODALITY IS THE WEAKNESS?)

4a. At the present time, there is one Advanced ELL SWD in a CTT class. This student, thus, does not take any exams in the native language. However, in examining the student's test history profile, one notices that during the last few years, while the NYSESLAT score has remained at Advanced, the ELA score has remained at a level 2. Teachers will target instruction accordingly.

4b The ELL Periodic Assessments are optional and East Side Middle School has not chosen to administer them. Were we to have a greater number of ELLs in the future, the ELL interim assessment would help us to analyze the students' progress in reading, grammar and

listening. The school leadership and teachers are making instructional decisions as per the IEP and summative interim assessments.

4c. Not Applicable

5 Not Applicable

6. The Academic Intevention team evaluates he success of its program for ELLs by analyzing the data. First, we look at the NYSESLAT scores to ascertain if students are making gains in English language proficiency. Next, we analyze how well ELLs are faring on the ELA and NYS standardized content area exams. This information enlightens the staff as to how well the ELLs are progressing in academic achievement. We make sure that special education requirements in the IEP are aligned with the services the student is receiving. East Side Middle School's Language Allocation Policy is based on the student's level of coherence, academic rigor, content area instruction aligned to the standards 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.

East Side Middle School has a significant number of parents who are not native English speakers. Some of these parents are proficient in English and want to receive all written and oral communication in English. We analyzed the data on ATS, the blue emergency cards and the DOE language preference forms and determined the following:

**** Parental Need for Translation Services

| | | | |
|------------------|---|---------------|---------------------|
| Written Language | # | ese/Spanish 1 | Poruguese/Spanish 1 |
| e | | | |

Part VI: LAP Assurances

School Name: East Side Middle School

School DBN: MS114

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| David Getz | Principal | | 1/1/01 |
| Michael Goldspiel | Assistant Principal | | 1/1/01 |
| Karen | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| NA | Coach | | 1/1/01 |

School Name: East Side Middle School

School DBN: MS114

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------|--------------------|-----------|-----------------|
| NA | Coach | | 1/1/01 |
| Jessica MCinnis | Guidance Counselor | | |
| Courtney Dowd | Network Leader | | |
| | Other | | 1/1/00 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M114 **School Name:** MS114

Cluster: 1 **Network:** 101

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.

In order to assess our 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, East Side Middle School's secretary logs into the ATS database at the beginning of each school year to account for any parents of students that has a preferred language other than English. East Side Middle School also provides every family with a "blue card" that allows the guardians of each student to provide us with important information including parent contacts and numbers, home address, emergency contacts, and a place where they can provide our school with a language preference in which they would like us to communicate all school base information.

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.

East Side Middle School does a great job of communicating in the form of written translation and interpretation needs because East Side Middle School's secretary logs into the ATS database at the beginning of each school year to account for any parents of students that has a preferred language other than English. East Side Middle School also provides every family with a "blue card" that allows the guardians of each student to provide us with important information including parent contacts and numbers, home address, emergency contacts, and a place where they can provide our school with a language preference in which they would like us to communicate all school base information. This information is then passed on to the entire school community, and all documents and verbal interactions with these families are provided in the preferred language of the guardian.

Part B: Strategies and Activities

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

In order to provide proper written translation services to families, and to ensure timely provision of translated documents to parents determined to be in need of language assistance service, East Side Middle School's secretary logs into the ATS database at the beginning of each school year to account for any parents of students that has a preferred language other than English. East Side Middle School also provides every family with a "blue card" that allows the guardians of each student to provide us with important information including parent contacts and numbers, home address, emergency contacts, and a place where they can provide our school with a language preference in which they would like us to communicate all school base information. All documents sent to family members of the East Side Community have the option to be provided in any language. Once a family indicates that their preferred language is anything other than English, the administration alerts all school staff at the beginning of the school year that will be in direct communication with that family that any form of written communication needs to be provided in their preferred language.

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.

In order to provide proper oral interpretation services, East Side Middle School's secretary logs into the ATS database at the beginning of each school year to account for any parents of students that has a preferred language other than English. East Side Middle School also provides every family with a "blue card" that allows the guardians of each student to provide us with important information including parent contacts and numbers, home address, emergency contacts, and a place where they can provide our school with a language preference in which they would like us to communicate all school base information. Once these families are indicated, East Side Middle School has an in house person on our staff that provides all oral interpretation services for families that do not speak English as their first language. This staff member is present during all oral conversations that take place over telephone, and in person. They are available to provide translation and communicate with families during any meetings that take place on school grounds including parent/teacher conferences, IEP meetings etc.

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>.

East Side Middle School will update the home language information available on ATS as well as post information to parents and families on how to obtain translation or interpretation services. At the beginning of the school year, East Side will send a letter home in English and Spanish to families detailing the rights of families to information released by the school. For additional outreach, parents of newly arrived students will be offered the option to meet with the administration to outline their rights for translation and interpretation services and the relevant contact information for the school, regional and city contacts for such services at their discretion.