



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):      01M301

PRINCIPAL: GEORGE MORGAN      EMAIL: [GMORGAN@SCHOOLS.NYC.GOV](mailto:GMORGAN@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DANIELLA PHILLIPS

## 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
George Morgan	*Principal or Designee	
Deanna Keller	*UFT Chapter Leader or Designee	
Judy Garnar Wortzel	*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	
Sheila Hart	Member/Parent	
Raul Martinez	Member/Parent	
Yvette Diaz	Member/Parent	
Shavon Hall	Member/Parent	
Adam Gutterman	Member/Teacher	
Brian McCarthy	Member/Teacher	
Ben Lewin	Member/Teacher	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

To improve the schools systems of monitoring curricular, instructional and organizational decisions.

### **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.

Indicators such as our most recent quality review, and our state quality review show a need to strengthen the school's monitoring of curricular, instructional and organizational decisions to maximize coherence.

- No benchmarks have been formulated, which then limits the school's capacity to make smart adjustments to decisions. Additionally, student work is reviewed regularly by co-teachers but not by larger teams or school-wide, so there is variation in teachers' expectations of high quality work. Finally, planned curricula are not sufficiently aligned to CCLS expectations which results in some redundancy across grades.
- Provide for monitoring protocol to make sure we are looking at work from all types of students and utilizing that information to make timely adjustments to instruction and programming.

### **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:

Teachers across the content areas will develop, refine and regularly utilize a protocol for looking at student writing for the purpose of norm based grading and building a cohesive cache of writing strategies that are grade level appropriate and can be re-enforced throughout the school. Teachers will have opportunity to meet in departments and in grade level once per week.

Bi-weekly grade meetings and by-weekly department meetings the main objective of which is to examine student writing using an accepted protocol

Develop content area tasks that correspond to core writing standards

Regular use of reading assessments and other types of assessments to provide current information about students needs.

Plan curricula to CCLS expectations in order to avoid redundancy across grades.

Every two months, teachers will review data collected to generate overall adjustments that will be reflected in Unit Plans and curriculum

maps.

**Time Line:** .

- Grade teams meet twice per month from September through June.
- Curriculum map walks – November 07, January 24, June planning on Chancellors Day and after school.

**Strategies to increase parental involvement**

- Provide monthly update at each school SLT meeting
- Provide informational meeting to PTA – one time in Fall, one time in spring
- Parent representatives to sit in on curriculum map walks.

**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.

XX 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).

No real extra funding necessary to achieve this goal -- Teacher meetings will be scheduled during professional periods so that extra funding will not be needed. Tax levy funding will be accessed for teacher per session on an as needed basis.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

Improve teacher effectiveness with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

### **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.

This is an initiative set forth in the city wide expectations. Furthermore, in past years we have struggled in this area as mentioned on past SQRs and from self observation we agree that this need directly impacts:

- Classroom instruction and execution of teaching strategies
- Planning and Curriculum development
- Devising appropriate assessments and appropriately using the data

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Principal and teacher leaders will continue to provide professional development based upon the following three competencies:

- Designing coherent instruction (competency 1e)
- Using Questioning and discussion techniques ( competency 3b)
- Using Assessment in Instruction (competency 3d)

Teacher team and principal will develop a web based rubric based on Charlotte Danielson's Framework for teaching. Principal will observe each teacher 6 times throughout the course of the year -- giving immediate verbal and written (by way of email) feedback

Principal will visit each teacher's classroom at least 6 times over the course of the year, and provide teachers with formative (not for file) written and/or verbal feedback aligned to 3 school-selected Danielson competencies.

- Designing coherent instruction (competency 1e)
- Using Questioning and discussion techniques ( competency 3b)
- Using Assessment in Instruction (competency 3d)

**Time-line**

Principal classroom mini observations – 5 per year round one by November 30, Round two by January 15, round three by March 1, round 4 by May 1, round 5 by June 28

**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.
- Provide monthly update at each school SLT meeting
- Provide informational meeting to PTA – one time in Fall, one time in spring

**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.

  xx   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).

Per session for Teacher professional development funded through tax levy

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

To improve both the quality and quantity of expository writing from our students in all subject areas

#### **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.

Indicators such as our most recent quality review, and our state quality review show that:

- The grading policy is not aligned with key standards and curricula and does not sufficiently reinforce the school's goal of writing across content areas
- Some rubrics provide a summative number (such as 1 to 4) without or with minimal written constructive feedback to push students' thinking further.
- There are few examples of students' self-assessment of their learning and little evidence of ongoing checks for understanding by teachers

#### **Instructional strategies/activities**

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

Writing across the curriculum. Expository writing in all subject areas. Each student will write at least one piece per marking period in core subject areas other than ELA based upon a varied rubric but with some universal elements. Two of these pieces will reflect the tenets laid out in the Common Core tasks to be done in January and May.

- Kick off meeting with ELA dept. to implement writing initiative.
- Grade team meetings to devise writing rubrics – critical feedback on all rubrics.
- Monthly grade team meeting to use writing protocol in studying student writing and to check for rubric/student feedback alignment and authenticity.
- All students will produce writing that reflects common core standard.
- Increase the volume of student writing – in conjunction with authentic, common core tasks.
- Each marking period, "published pieces" will be displayed throughout the school.

- Students will produce authentic writing in various genres and formats that reflect accepted writing in the respective discipline.

**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    xx    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).

Professional development on writing and integrating arts into the curriculum through LCI Capacities for Learning. – Title one funding.  
Per session for teacher partner meetings one hour per week per session – Tax Levy.

**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	Guided reading and interactive writing	Small group instruction	Before school
Mathematics	Guided problem solving	Small group instruction	Before school
Science	Guided reading and interactive writing	Small group instruction	Before school
Social Studies	Guided reading and interactive writing	Small group instruction	Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group discussion	Small group counseling	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All recruits meet state eligibility as they come primarily through the NYCDOE selection process. Further recruiting focuses on observing candidates teaching lessons to summer school groups looking for best practices and teacher committee interviewing with questions built around best practice and the Danielson rubric.

In retaining teachers activities include high quality mini-observations with verbal and written feedback in order to allow teachers to reach their potential and make adjustments over the course of the year. This observational approach is rooted in the research-based rubric of Charlotte Danielson which is used to evaluate questioning and discussion techniques and using assessment in instruction, and which staff understand well from last year's book study and continued professional development. As a result, teachers share common instructional expectations and there are effective teaching practices across the school

The school decided this year to extend the model of co-teaching to nearly all core subject classrooms. Teachers have partners for collaboration and support.

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## PARENT INVOLVEMENT POLICY (PIP)

**TASS 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; **TASS holds workshops for parents at two monthly PTA meetings in Parent Literacy support and math support – Parents are given strategies to support student work in these areas at home. Parents are also given one workshop in technology training—computer support given by our in-house technology teacher.**
- 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; TASS **holds a curriculum night in September where parents are given their child's curriculum map in all subject areas. And teachers help parents understand the school's expectations in terms of what needs to be done at home, and how parents can best support their child. PTA meetings are monthly and staff meets with parents to give information on an as needed basis.**
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; **Our school guidance counselor and social worker conduct a workshop at the beginning of the year about early adolescent development and how families can best support them both academically and socially. Parents have access to an on-line report card and information page where they can monitor their child's academic and social activity in real time. All staff members are accessible by phone and email.**
- providing assistance to parents in understanding City, State and Federal standards and assessments; **Testing information is gone over at the PTA math and literacy workshops. Principal and Data coordinator are accessible through phone and email to address any individual questions and concerns parents might have. Aris link information is gone over by parent coordinator at PTA meeting. And all DOE literature on the topic is sent home.**
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; **All school literature is available in English and Spanish, and can be translated into other languages on an as needed basis. All staff are aware and use the DOE provided translation services.**
- 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; **We provide in house professional development in the beginning of the year to support our school staff with the assistance of parents. Principal and Parent Coordinator work with teachers year round to help teacher/parent relationships.**

**TASS' Title I Parent Involvement Policy, created to increase and improve parent involvement and school quality, 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;. **Parents are accountable for input in building the CEP including the Title 1 SWP policy and the School – Parent Compact. This information is presented to the larger PTA by the PTA president.**
- 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; **Parents serve on School Leadership team which has equal parts parents and teachers. Parents decide Title 1 set aside allocations at PTA with principal and SLT input, and bring their ideas to the SLT for approval.**

- 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; **Parents serve on School Leadership team which has equal parts parents and teachers. Parents decide Title 1 set aside allocations at PTA with principal and SLT input, and bring their ideas to the SLT for approval.**
- 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. **TASS has a full time Parent Coordinator who serves as a liaison between the school and the families. She is a nonvoting member of our SLT, and she attends all PTA meetings. She maintains a parent information bulletin board, and she creates and sends out a monthly calendar to families.**
- 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; **NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report were all addressed at our first SLT meeting and the first PTA meeting.**
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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; **Annual Title I meeting is held before each October's PTA meeting where parents are made aware of Title I rights for parents and families.**
- translate all critical school documents and provide interpretation during meetings and events as needed; **All school literature is available in English and Spanish, and can be translated into other languages on an as needed basis. All staff are aware and use the DOE provided translation services.**
- 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; **Both Parent and teacher members of SLT are invited to two District-wide workshops where SLT protocol and Title I initiatives are addressed by district wide professional developers.**

**TASS further encourage school-level parental involvement by:**

- **hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year such as family international pot luck dinners and various activities during Parent-Teacher Conferences.**
- **encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;**
- **providing written, verbal and on-line progress reports that are periodically given to keep parents informed of their children's progress;**

- *developing and distributing a school newsletter and monthly calendar 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***

*We, the school and parents agree to work cooperatively to provide for the successful education of our children.*

### ***SCHOOL***

**We understand:** the need to offer a flexible number of meetings at various times and if necessary provide funds for class coverage and interpreters in order to facilitate meetings.

**We understand:** the need to actively involve parents in planning, reviewing and creating activities in order to meet the SWP Title I program guidelines.

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

**We understand:** the need to provide quality curriculum and instruction based upon New York State Standards and best teaching practices.

**We understand:** the need to deal with communication issues between teachers and parents through:

- **Parent Teacher Conferences**
- **Reports to parents on their children's progress**
- **Reasonable access to staff**
- **Opportunities to volunteer and participate in their child's class**
- **Observation of classroom activities**

**We understand:** the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.

### ***PARENT/GUARDIAN***

**I understand:** the need to be involved in my child's education.

**I understand:** the need to work with my child on schoolwork; read with my child on a regular basis and encourage my child to read each day.

**I understand:** the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching
- Health needs
- behavior

**I understand:** the need to share responsibility for my child's academic achievement.

**I understand:** the need to communicate with my child's teachers about his/her educational needs.

**I understand:** the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process

**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 <b>Marina Cofield</b>	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>301</b>
School Name <b>Technology, Arts and Sciences Studios</b>			

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

Principal <b>George Morgan</b>	Assistant Principal <b>None</b>
Coach <b>none</b>	Coach <b>none</b>
ESL Teacher <b>Margaret Jones</b>	Guidance Counselor <b>Mike Goodwin</b>
Teacher/Subject Area <b>Deanna Keller</b>	Parent <b>Judy Garnar-Wortzel</b>
Teacher/Subject Area	Parent Coordinator <b>Darlene Fein</b>
Related Service Provider <b>None</b>	Other
Network Leader <b>Marina Cofield</b>	Other

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

### D. School Demographics

Total number of students in school	<b>187</b>	Total Number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>6.42%</b>
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## Part II: ELL Identification Process

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

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

1) HILS Language Survey administered by Margaret Jones, Certified ESL Teacher and Liaison) to three students and their families (Tibetan, French and Chinese). Informal interview and presentation of ESL Video to discuss options: Transitional Bilingual, Dual Language and Free standing program. Parents of all three children selected Free-standing ESL Program. In addition to the LAB-R standardized assessment, the NYSESLAT is administered every spring by the certified ESL teacher. This test assesses student gains in English proficiency in the four modalities of speaking, listening, reading, and writing. The speaking and listening tests are administered first, followed by the reading and writing assessments. All eligible ESL students must take the test, including X-coded students with IEPs who do not require services. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members.

(2) Margaret Jones, Certified ESL Coordinator and Teacher shows ESL orientation video and explains options to parents via interpreter if needed. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members.

During the meeting with the ESL pedagogue, the parent reads the ELL Parent Brochure and views the Parent Orientation DVD, both in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a The certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with that program.

The ESL teacher informs the family that the student's placement by parent choice is for one school year. Furthermore, the student will be placed in an age-appropriate class until service needs are identified. Parents should be encouraged to select one program for the duration of the child's education. Research suggests that staying consistently with one language program – instead of switching between two or more programs – may be more beneficial for acquiring a second language. The parent or guardian should also be informed that both TBE and dual language programs offer the most Native Language Arts, or NLA support, with 100 percent and 50 percent, respectively; bilingual support may accelerate the acquisition of L2. Conversely, Freestanding ESL offers only about 25 percent NLA support, more or less. After the brochure and DVD are viewed, and all programs are thoroughly described, parents have a chance to ask questions. Then, parents are given the “Parent Survey and Program Selection” form in the native language. If the “Parent Survey and Program Selection” form is not returned by a specific due date, then the student will be enrolled in a Transitional Bilingual Education program at the school, if there are a sufficient number of students who speak the same language. If TBE or bilingual education is not available at the school, the student may be placed in a Freestanding ESL program.

(3) Entitlement and Continuance Letters mailed to parents/guardians of all ELL's and follow up call to confirm parents received letters, returned letters kept on file in PL 154 Binder in ESL Office.

(4) Margaret Jones, ESL Coordinator contacts DOE Translation Services to explain options. Criteria used to determine which level is

appropriate in determining placement.

(5) A review of Parent Survey and Program Selection forms a trend toward free standing ESL programs. Of the 12 parents who completed the survey in the past two years,, 11 opted for a Free Standing ESL program, and one opted for a Transitional Bilingual program.

(6) Program models are aligned with parent requests. All parents opted for Free-standing ESL program and all choices and requests were accomodated. Parents of newly arrived students tend to select transitional bilingual programs.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5		1	2			5	1	4	12
Total	5	0	1	2	0	0	5	1	4	12

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
<b>TOTAL</b>	<b>0</b>													

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

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

### 1. Dual Model for Differentiated Instruction

Technology, Arts, and Sciences Studios uses the Push-In [Co-teaching] model for 16 periods (60 minutes each), with up to eight periods of pullout instruction (60 minutes each).

#### Push-in Instruction (Co-Teaching)

ESL and ELA teachers work together to co-teach ELLs, mainstream, and special education students in 16 periods of push-in service (45 minutes each). The certified ESL teacher serves 14 eligible ELLs (19 ELLs in total, including 5 X-coded students). According to the 2009 NYSESLAT, out of 12 eligible ELLs, 9 ELLs are advanced, 2 ELLs are intermediate, and 3 ELLs are beginners. Within the 5 X-coded ELLs, two are advanced, two tested as intermediate, and one as a beginner on the 2011 NYSESLAT.

ELLs, as well as a number of non-eligible and former ELLs, receive the benefits of reading and writing interventions, through programs such as a Reading and Writing Workshop, computer technology (a teacher designed Wiki with self-directed and independent activities that are designed to differentiate instruction, and finally, explicit teaching of literacy strategies via push-in co-teaching at TASS.

Push-in co-teaching allows ELLs and students from a variety of levels and backgrounds to receive explicit instruction in reading and writing strategies, literature, vocabulary, and standardized test preparation. Teachers work together to instruct students through the use of graphic organizers, technology, and other helpful methods and techniques, to enhance comprehensive input for all students.

#### Pullout Instruction

We have six scheduled periods, one hour each, of pullout instruction, as well as three extended day 60 minute periods. In the pullout periods, we are serving two newcomers from France and Tibet as well as a three long-term ELL who have consistently tested as a beginner/intermediate on the NYSESLAT for several years. Pullout services have been scheduled mainly during Spanish language and arts classes.

All students in the pullout class need intensive instruction and intervention. The class allows the students to gain access to high interest, lower-level reading materials, as well as engage in project-based learning with an emphasis on creativity and higher-level thinking skills. Students practice all four ESL modalities, through technology, literacy interventions, research, presentation, and journal and essay writing. All students who receive pullout services also receive push-in classes in ELA. The pullout sessions are important for intensive work in writing and reading skills, but the push-in sessions help to integrate the ELLs into the ELA curriculum.

In general, we pull out only about 3 or 4 ESL students, scheduling the pullouts during arts and Spanish classes. Therefore, ELLs may miss only a minimal amount of classes in the content areas. As ELLs become more advanced in their Basic Interpersonal Communication Skills (BICS), develop academic language, and experience increases in reading levels, they will be able to better engage in grade-level content

## A. Programming and Scheduling Information

classes.

b. What are the program models?

The classes often travel together as a group because ELLs are integrated with monolingual students. For example, ELLs are often placed in one class per grade (602, 702, 801). Others attend self-contained special education classes.

The pull-out classes are ungraded, containing both 7th and 8th graders (between lower level beginner to intermediate proficiencies).

In most classes, ELLs are heterogeneous, or mixed in proficiency levels, within all the classes.

In the Freestanding ESL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

For example, in math, students keep interactive notebooks, where they can take notes from lessons, write new word definitions in graphic organizers, and practice daily problems in an organized and easily accessible format. A number of ELLs also participate in a learning method related to Total Physical Response, which scaffolds the learning of math concepts and increases memory retention through oral repetition and movement.

In ELA and extended day/pullout/afterschool ESL classes, the reading and writing workshop intervention allows for student choice of material on a variety of fiction and non-fiction topics based on pre-assessed reading Lexiles. (Columbia Teachers College ELLs and other participating students are exposed to high-interest content when reading 2-3 articles a week. Furthermore, in addition to state ESL and ELA standards, all articles and activities from the program are based on content area and common core including science, math, geography, politics, and social studies.

Even before our students begin to read teachers activate prior knowledge based on the subject at hand. We explicitly teach the necessary background knowledge, concepts, literacy strategies, and vocabulary, which in turn increases student comprehension and understanding. We may instruct and encourage the use of graphic organizers to help students to plan and draft writing. Instructors often ask leading questions based on the passage, questions, and writing prompts, and give individualized attention, which helps students to transfer, analyze, and evaluate what they have learned from the readings. Students learn to pinpoint specific thought processes, connect sentences to generate meaning, and how to use transitional phrases to enhance all written communication.

Another way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoint and Microsoft Publisher presentations in groups. ELLs are required to extend their thinking beyond the text, and to talk about

their own lives in relation to the text. They are encouraged to make text-to-text, text-to-self, and text-to-world connections, based not only upon the book but upon subjects they are interested in, but which are also connected to the text. The ESL teacher provides background and technical information, helps the student to improve research skills, and scaffolds the writing process (including but not limited to pre-writing, graphic organizers, vocabulary and paragraph structure).

5. Our school pre-teaches vocabulary to ELL students before engaging in mini-lessons and read alouds of novels, relevant PowerPoints, and textbook materials. In ELA, the English teacher and the ESL teacher work together to help students in group activities, such as narrative, essay writing, and brainstorming. The ESL teacher works with specific skills from the content lesson.

This year, the ELL program focus is on multi-cultural content, essay and PowerPoint presentation writing, publishing, and presentation. Our school also plans to focus on projects involving history, geography, mathematics, literature, and creative writing, employing technology, such as the Internet, blogs, and the creation of student websites. Student learning is differentiated based on their levels, and independent reading is chosen carefully for the correct level. Students are given periodic summative and formative assessments to determine appropriate level as well as any changes in level.

Students who have reached proficiency on the NYSESLAT are offered

Although TASS has only two SIFE ELLs we plan lessons in Basic Interpersonal Communication Skills (BICS), academic language, vocabulary, and adjusting to school in the United States, among others. SIFE students may also need instruction in the basics, which may include the English alphabet, phonics, and basic reading, as well as math skills, such as multiplication tables. Total Physical Response, or TPR, is very effective with both SIFE and newcomer students, with application for the entire population of students.

Technology, such as Rosetta Stone, will be used with newcomer SIFEs with elementary knowledge of English. SIFE students will also have access to technology. SIFEs may create PowerPoints that relate to their lives for oral presentations, along with other students who speak the native language, and with help from the ESL teacher.

Teaching techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills.

SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have

## A. Programming and Scheduling Information

access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts.

Extended day programs, employing technology such as Rosetta Stone and project-based learning, are available to all ELLs and Former ELLs.

4.a. For example, some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English, they need to develop BICS, as well as basic vocabulary, phonics, and academic language. Teachers need to help ELLs to build and use oral expressive language, as well as listening, reading, and writing skills, before the students can even go onto the next challenging step: reading to learn in content area classes. Newcomers also need help to adjust to a new country, not to mention all new classes in English, and in a variety of subjects. (b) Newcomer students with less than 3 years in the US vary a great deal in their English language skills, depending on the strength of academic language and literacy in L1. For example, a student with 3 years of ESL may read at a third grade level in L2, while another ELL reads at fifth grade level or above. Therefore, at TASS we aim to differentiate instruction for the student, meeting the pupil at his or her level. Other newcomers may accelerate very quickly and are quickly integrated into content area classes. They require that content area and ESL teachers explicate new concepts using a number of intelligences that help all students to use English skills in a variety of modalities. These newcomers, not to mention their mainstream and special education counterparts, often require a great deal of visuals and graphic organizers to help envision and break down concepts that might otherwise be overwhelming or incomprehensible without categorization and analysis. Because these newcomers may have a solid foundation in their L1 literacy, they are able to pick up English rather quickly. However, explicit teaching techniques in vocabulary, academic language, and content are necessary for students to reach greater levels of English proficiency. For example, reading intervention, such as the Wilson Reading Program has been very helpful for all students who are able to read in English. This is because the program helps students to learn new content through the guise of factual, academic material, and to apply their learning by writing summaries, essays, and answering pertinent multiple choice questions which are aligned with common core standards.

More specifically, newcomer ELLs should receive a high quality education that focuses on higher-level thinking skills. They should receive opportunities to express themselves, mostly in speaking and writing, at every opportunity through daily interactive journals and project-based learning. Technology, such computers, digital cameras, and Smart Boards can help to engage new learners, and provide visual, auditory, and tactile content to enhance lessons. Programs such as Rosetta Stone, translators, word processors, and PowerPoint can help students to learn new words and phrases in English, as well as to create multi-media presentations to showcase what newcomers have learned in the classroom. Portfolio assessments are even more helpful in understanding the progress of a newcomer than standardized tests – they show progress based on subjective, measurable goals, even though lessons are based on national and state standards.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Middle school ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help students become successful in high school. At this point, most ELLs are either at the intermediate or advanced levels in speaking/listening and reading/writing, and require continued explicit teaching of strategies, vocabulary, and content to become proficient in English.

According to a number of studies, it takes 1-2 years for students to attain BICS, while it takes 5-7 years for students to catch up academically with their peers. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities which encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology, 1-3 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through encouraging the use of project-based learning (concludes with a synthesis and application of what students have learned and how they have progressed). As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed, with differentiation, to the 4-6 year group.

d. For ELLs receiving 6 plus years are five (3) special education students who are in Self-Contained classes. There are also two (2) who receive SETTTS, however, one is proficient in Listening Speaking and one is Proficient on the Reading/Writing Section of the NYSESLAT. According to the IEPs of these students, many may have cognitive and/or language processing deficits which may interfere with both L1 AND L2 language learning. Margaret Jones, ESL teacher, plans to attend numerous professional development classes to address the needs of Special Education students who also receive ESL services.

6. Instruction at TASS schoolwide is aligned with the Common Core Standards, and in the case of ELL students, uses corresponding grade level materials and strategies that teach toward content area information and skills as well as English Language instruction

## A. Programming and Scheduling Information

7. TASS includes students in small group or one on one instruction where necessary on a daily basis during advisory period and at other times throughout the schedule if deemed necessary.

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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?

**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)?

## 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.

. ESL Teacher attended Wilson Reading Training, Level One to address students who are on an IEP and receive ESL services, June 2011, ESL teacher will attend the following conferences during the 2011-12 school year:

2. Content area teachers will attend at least one ESL PD regarding ELL literacy or math instruction within the next two years.
- 3 Certified ESL teacher gives periodic presentations to staff on current ESL Research and Best Practices

## 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. ELL parents are invited to attend ELL events. One was in attendance of a PowerPoint Autobiography presentation given at the end of the last school year. Others have observed their children in after/morning school classes.
2. TASS is school partners with the following Community Based Organizations which preform workshops for both children and parents: Third Street Music, Lincoln Center Institute, Learning Leaders and New York Univeristy. These institutions expose students and their families to different cultural and educational opportunities that bridge the gap between learning outside the classroom to inside the classroom.
3. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to
4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development.

# 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)								1	1					2
Intermediate(I)							3	2						5
Advanced (A)									5					5
Total	0	0	0	0	0	0	3	3	6	0	0	0	0	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1	1			1	1			4
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. TASS Middle School uses TCRWP as well as the QRI to assess the early literacy skills of ELL's. These are administered by the ESL teacher during ELA classes and self-contained (pull-out) ESL classes.
2. The majority of ELL's at TASS score in the intermediate and advanced range of the NYSESLAT on Listening/Speaking section, while scores on the Reading/Writing were somewhat lower.
4. In Freestanding ESL at TASS, NLA content is delivered via bilingual dictionaries (books and computerized directories), through visuals, gestures, audio, movies, and other sensory media, and through reference to items found in the student's home countries. An elementary knowledge of other languages (Spanish) from the certified ESL teacher and other content area educators can also be helpful for our ESL students. Newcomer ELLs often work in groups with other students who speak the same language.  
We possess a small bilingual library of books – both fiction and non-fiction – borrowed from the public library or owned by the school available to our students. We intend to increase this collection by 20% this year in order to serve the needs of an increasingly high scoring reading scores on the NYSESLAT.
6. ELL's are assessed by their performance on Common Core Standard tasks, formative assessments such as tests, quizzes and projects as well as project-based activities. The ESL Teacher/Liaison is working closely with the Literacy Coach to align ELA and ESL tasks and Common-Core Standards

## 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.

4. The following data from the 2011 NYSESLAT is based on our roster of 12 ELL students, aggregated from all grades Speaking/Listening Sections (S/L Modalities)

Zero students tested at the beginner level (0 percent).

Two students tested at the intermediate level.

Of those 2 students who tested intermediate in S/L modalities, one is a newcomer and the other is a Long-Term ELL in self-contained Special Education.

### Reading and Writing Sections (R/W modalities)

o Three out of 18 ELLs tested at the beginner level in reading and writing (22 percent).

• Of the four students who tested as a beginner in the R/W modalities, one falls into the range of 0-3 years of service (33 percent), one falls into the range of 4-6 years of service (33 percent), and one is a Long-Term ELL (33 percent). Two out of three students in this category are also in self-contained special education classes (66 percent).

o Five out of 18 ELLs tested as intermediate in the reading and writing modalities (28 percent).

• Of five ELLs intermediate in the R/W modalities, three have had 0-3 years of service (60 percent), one has had 4-6 years of service

(20 percent), and one is a Long-Term ELL (20 percent). Four out of five students in this category are in self-contained special education classes (80 percent).

## Part VI: LAP Assurances

<b>School Name: <u>TASS</u></b>		<b>School DBN: <u>01m301</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
George Morgan	Principal		
None	Assistant Principal		1/1/01
Darlene Fein	Parent Coordinator		1/1/01
Margaret Jones	ESL Teacher		1/1/01
Judy Garnar-Wortzel	Parent		1/1/01
Deanna Keller	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Michael Goodwin	Guidance Counselor		1/1/01
Marina Cofield	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 010301      **School Name:** TASS Middle School

**Cluster:** \_\_\_\_\_      **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**

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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.

TASS uses data provided by the Home Language Survey and Parent Orientation to determine which parents and require and/or prefer translation services. All school and Department of Education brochures are translated upon request. Posters published in several languages by the Department of Education Translation and Interpretation Unit are posted throughout the school in addition to the entrance of the building complex.

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.

School personnel were notified via email of students who are ESL entitled as well as their levels as indicated by the NYSESLAT or LAB-R. According to the HLS and Parent Preferred Language Questionnaire materials are translated into Arabic, Bengali, Chinese, French, Spanish and Tibetan.

## Part B: Strategies and Activities

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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.

TASS provides bi-lingual dictionaries for a all content areas in the following languages: Arabic, Begali, Chinese, French, Spanish and Tibetan. The school will provide translations for the following exams: Math and Grade 8 Science. Each ESL entitled student receives a bi-lingual glossary for each content area. Parents were notified via email and oral interpretation via telephone that translation services would be available for Parent Teacher conferences. All personnel receive DOE form requesting Translation Services. Personnel are aware of procedure for contacting the ESL or Parent Coordinator to make request for translation/interpetation services. Teachers and Guidance staff make telephone calls regarding student process via Translation Services.

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.

Parent Coordinator and ESL coordinator work closely together to enure that all translated materials are visible and that all school and parent meetings will have oral translation services upon request. TASS Middle School uses outise contractor (DOE) for all languages except Spanish.

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>.

TASS will fulfuill Section VII of Chancellor's Regulations A-663 by notifying the Office of Teaching and Learning the the primary language spoken by the parent of each student enrolled in school. Our school will continue to provide Parent Orientation and HLS surveys to prospective students. ESL Coordinator and Parent Coordinator will ensure that posters offering translation services are conspicuously posted. ESL Coordinator maintains accurate and current records of primary language of each parent and will update that information on ATS.