



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** NEW DESIGN MIDDLE SCHOOL

DBN - 05M514

PRINCIPAL: DANIEL BLACK

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SUPERINTENDENT: GALE REEVES

**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
Daniel Black	*Principal or Designee	
Christian Cabral	*UFT Chapter Leader or Designee	
Shawn Kaba	*PA/PTA President or Designated Co-President	
Frank Walston	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	
Stefanie Soper	Member/ - Teacher	
Stefanie Diaz	Member/ - Parent	
Anaya Armstead	Member/ - Parent	
Carrie Berg	Member/ - Teacher	
Doloris Tolentino	Member/ Parent	
Lisa Hodge	Member/ Parent	
	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.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

By June 2013, 60% of the 6<sup>th</sup> and 7<sup>th</sup> grade students will raise their reading levels by at least 1 grade level from the start of the school year.

### **Comprehensive needs assessment**

With only 26% and 27% of our 6<sup>th</sup> and 7<sup>th</sup> grade students scoring a Level 3 or higher on the NYS ELA exam in April of 2012 – the student body of New Design MS is largely not reading on grade level. Also, with our own assessment of the students in September and October using Fontas & Pinnell Benchmark Assessment System – we found that 72% of our students were below or slightly below the reading level they should be on to start their academic year. Both these assessments, nearly 6 months apart speak to the fact that our students need to focus on their reading skills.

### **Instructional strategies/activities**

- a) All students in the school are part of a “Reading Club” – this occurs 4 times a week for 35 minutes where they engage in independent reading while their Reading Club teacher will cycle through conferences with them 2 to 3 times a month. The non-IEP students who have the lowest NYS ELA scores from April 2012 – spend one of their elective periods in a “Reading Recovery” class which supplements their experience in ELA class. The non-self contained students with the lowest ELA scores that are not covered by Reading Recovery are being tutored in our teacher’s professional period at least twice a week. With the Common Core Instructional push – all New Design MS teachers are including more literacy into their classrooms – especially around reading argument and reading them.
- b) All teachers are Reading Club Teachers – 21. 10 teachers do serve as tutors during their professional period. One of our Special Education teachers focuses her efforts on the Reading Recovery class.
- c) Teachers work together and with administration to create the curricular focus for Reading Club, tutoring, Reading Recovery, and Unit Plans for their own classes that are infused with Literacy.
- d) All of these systems and structures were launched in September at the start of the school year considering the importance of raising reading levels.

### **Strategies to increase parental involvement**

Parent’s must sign a Reading Log every night to sign off that their students read at home – either independent reading books – or assignments for their classes. This structure keeps communication with their child’s Reading Club teacher to see if they are meeting their weekly and monthly reading goals. We have four Presentations of Learning throughout the year, (November, December, March, and May) where students present their work to their parents and advisors. Students show their parents their literacy goals through this process keeping everyone on the same page.

**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.

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

If other is selected describe here:

We are using our School Improvement Grant to bring in a Literacy Consultant to help with the Design of Reading club as well as work with our ELA teachers to increase the rigor of their instruction, alignment to the Common Core, and better meet the diverse needs of each of their classrooms.

**Service and program coordination**

Teachers make requests to supply their classroom libraries for Reading Club with books that are on the level of their students – we largely use Title 1 and Tax Levy funds for these resources. We use the School Improvement Grant for professional development. Title 1 funds are also used to ensure we have Common Core instructional resources for every classroom.

## **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**

In both the 6<sup>th</sup> and 7<sup>th</sup> grade, NDMS students will realize a 10% growth in the number of students reaching a proficiency or above on the NYS Math Exam.

### **Comprehensive needs assessment**

In our first year, our Math Department did not have the curriculum or instructional expertise to help our students which resulted in on 16% of our students being proficient on the 2012 Math Exam. Our incoming 6<sup>th</sup> graders had a higher proficiency rate at 36% - however – our benchmark assessment that we did with all our students in September 2012 aligned well to the 7<sup>th</sup> grade outcomes – but showed that our incoming 6<sup>th</sup> graders are not as strong as their test scores represent. There actual proficiency rate is closer to 23% as a group. Other formative assessments from September and our October Foundations Assessment show that 16% of the 7<sup>th</sup> grade and 23% for the 6<sup>th</sup> grade is a better starting point for growth.

### **Instructional strategies/activities**

As part of a grant with Computers for Youth (CFY) our 6<sup>th</sup> and 7<sup>th</sup> grade classrooms have been a place where we have aligned our resources and lzone plan to engage in more blended learning. This has resulted in more differentiated classrooms run by the teachers where they are better target their procedural math needs through different station like lessons around the room – while still having time to work with small groups.

The Blended Learning has allowed us to tackle more procedural deficits in the classroom – we are reworked the 6<sup>th</sup> and 7<sup>th</sup> grade Math Curriculum Maps and Unit plans to be aligned to the Common Core and focus on the conceptual parts of the curriculum as well. Our main driver has been the Foundations, Mini-Foundations, and performance tasks for each unit.

We created an additional CTT Math class on the 7<sup>th</sup> grade team to better target the needs of our Special Education Population in terms of their math needs. This allowed more self contained and SETTS students to be in their proper settings for math.

We have had math tutoring during after school and during the professional period for teachers since September and the numbers of students will increase based on the build up to the state exams.

### **Strategies to increase parental involvement**

With the use of Jump Rope – our school's online grade book – parents are able to check on their student's grade every Thursday when they have been updated from the prior week. By having all our 6<sup>th</sup> and 7<sup>th</sup> grade students take part in Computers for Youth – we have 92% of our families with a working desktop at home, and with the constant contact from their Design for Life – advisor teachers – parents are able to keep in touch with the on goings of NDMS and see how their students are doing in Math and other subjects on a weekly basis.

**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.

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

If other is selected describe here:

**Service and program coordination**

We hired more experienced and effective Math Teachers in 2012-13 for both our general and special education population. This investment required more Tax Levy and Title 1 funds to afford our teachers – but it is money well spent.

We worked with the whole staff to use garner support in the staff to use our professional period for tutoring.

We ensured we use Title 1 funds to provide tutoring after school for students that were most in need since the start of the school year.

Computers for Youth targeted us for their Grant Support based on the collaboration we had with them in the past. We still invested in them for their normal program for every student – but they chose us for the Blended Learning push.

### **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**

In our Core Subjects – New Design MS teacher will develop at least 4 Common Core Aligned Unit Plans with culminating Performance Tasks aligned to the Common Core.

#### **Comprehensive needs assessment**

As a new school we have been stuck in the mode of creating curriculum from scratch from the start. Besides the intense time effort this takes – creating curriculum from scratch doesn't always mean it is rigorous for the students. From our Learning Walks last school year around Depth of Knowledge, informal and formal observations of teachers, and outside observers like the 1<sup>st</sup> Year School Quality Review – it is clear that we need to make a more rigorous curriculum for the students of New Design Middle School.

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

Starting in May of 2012 and continuing throughout this year all subjects are aligning their unit plans and performance tasks specifically around argumentative writing for the coming school year. This means that students are reading and writing about arguments in Social Studies, Science, ELA, and Math – some of our Elective classes have also been able to be part of this integration.

Our 6<sup>th</sup> and 7<sup>th</sup> grade Math classes have focused on the alignment around proportionality. They have focused our Foundations, Mini-Foundations, and Unit Performance tasks throughout most of the year on this conceptual skill.

In early October, Late January, and Mid June all our students take their Foundation Assessments. These are full day performance tasks with open ended answers in each subject. This structure has allowed all the departments to align the writing tasks for the day around argumentation and at some points throughout the year – other part of the Literacy component to the Common Core. In November, December, February, March, and May – our students must complete their Mini-Foundations as part of their normal routine in their classrooms. These are performance tasks aligned to the Unit Plan that needs to be rigorous for the students and aligned to the common core. These mechanisms have allowed us to hold the school accountable to this plan of alignment.

We have used the Depth of Knowledge Framework and Peer Review of Unit Plans, Foundations, and Mini-Foundations to make sure we are on the road to creating a more rigorous and Common Core aligned curriculum throughout the year.

#### **Strategies to increase parental involvement**

As part of our Izone Plan for the year, we have held Student Led Conferences – what we call Presentations of Learning – through the school year to have students show their parents the work they are doing on their Foundations and Mini-Foundations and as they relate to their overall progress in school. We held our POLs in November, December, March and then May. These large functions allow the parents to get excited about what their kids are doing and allow the students to feel pride in their work to stay motivated.

**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**

We have used our School Improvement Grant to create the extra time for teachers to create the curriculum maps, Unit Plans, Foundations and Mini-Foundations throughout the year to get the curriculum we want.

**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	Additional Reading Recovery Class	Small group of 6 <sup>th</sup> and 7 <sup>th</sup> grade classes under 15. (28 total between both grades)	This is during the school day in lieu of an elective. This class is for all our non-IEP Lowest Readers.
	Tutoring During Professional Period	Groups under 5 students. 38 total.	These are all the IEP and Non-IEP students not captured in the Reading Recovery Class.
Mathematics	Tutoring During Professional Period.	Groups under 5 students. 43 total	These are all the IEP and Non-IEP students with Math Scores below a 2.3 in both grades.
	After School Tutoring	Groups from 5 – 15. Between 25 to 50 throughout the year.	These are students whose parents asked for additional support or will be targeted for additional support by the teacher.
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated and At-Risk Counseling	Dependent on their IEP.  For At Risk Counseling we focus on one on one.	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.

Professional Development – Every Thursday at NDMS we have PD time as a staff. Our big pushes this year have been literacy integration, Common Core Alignment, and building reflective practices as a school.

Outside Professional Development – We use outside vendors to come help NDMS on our big pushes and we have sent our teachers to Network 411 sponsored events for their professional development.

Intervisitations – Our teachers visit each other once a week and record these informal observations for their growth as well as their colleagues.

Grade and Department Meetings – We make time for Departments to meet once a week and Grade Level Teams twice – this allows the Grade and Department Teams to focus on Literacy Integration and creating a rigorous curriculum.

Our teachers keep a Data Log that allows them to create a digital portfolio of their progress and work this year as it aligns to the Danielson Framework.

In our second year we will build a plan to recruit our final group of teachers as we grow to a 6<sup>th</sup> to 8<sup>th</sup> grade with the Hiring Committee.

**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.

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**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 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;
- 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 1<sup>st</sup> 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 <b>Michael Alcott</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>514</b>
School Name <b>New Design Middle School</b>			

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

Principal <b>Daniel Black</b>	Assistant Principal <b>Francesca Pisa</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Marnie Ponce</b>	Guidance Counselor <b>NA</b>
Teacher/Subject Area <b>NA</b>	Parent <b>NA</b>
Teacher/Subject Area <b>NA</b>	Parent Coordinator <b>NA</b>
Related Service Provider <b>NA</b>	Other <b>NA</b>
Network Leader <b>NA</b>	Other <b>NA</b>

### 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>0</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>1</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>0</b>		

### D. School Demographics

Total number of students in school	<b>114</b>	Total Number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>11.40%</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. [i](#)

All newly admitted students are provided with a registration package which describes and details the academics of our school. In addition, each parent/guardian is administered a Home Language survey to determine if their home language is something other than English. In collaboration with this survey, the ELL provider also conducts an oral interview (in native language whenever possible) with each new admit to determine the dominant language. If it is determined that the student's home language is that other than English, the LAB (LAB-R) exam is administered within 10 days of admission in order to determine ELL status. Once ESL status is determined and a student is deemed eligible for ESL services, the ESL provider along with the parent coordinator meets with the parent/guardian to explain program choices available within the school system.

This type of meeting can take place in either a group or individual setting. The ELL provider sets up a meeting at the school and an agenda is provided so parents/guardians are fully informed about the session. Through the use of the NYC DOE's ELL program choice video and ELL research, all three choices available to the ELL student (Transitional Bilingual, Dual Language and Freestanding ESL) are explained in detail. The ELL provider and parent coordinator work together to assist the parents/guardians in making the best possible choice for their child. This type of parent outreach is also performed during the school's beginning of the year registration and orientation to ensure all parents are informed about the services provided by our school. If a parent is unable to make such sessions, the school ensures that numerous attempts are made (through calls, letters and informal meetings), to ensure the parents/guardians are made aware of these choices and can make an informed decision. (Whenever possible, the parent can be informed using their native language).

We are a new school - we intended on started a Transitional Bilingual Program in the 2011-12 - but up until this point in the year we do not have enough ELLs to start a program. Once our population grows we want to provide this service for the community if there is enough parent desire. Right now we have a free-standing ESL program that could be a TBE by the end of the school year with enough students.

In addition to the initial identification of ELLs, our school continually evaluates the progress of all ELLs through formal and informal assessments. All identified ELLs participate in the NYSESLAT each year (until tested out) and all teachers on staff are provided with data on these ELLs for use in their classrooms. Through an indepth analysis of the RNMR, the ELL provider presents workshops to advise those teachers on how to best support and enhance the academic levels of their ELL students.

## 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	Total #
<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>														0
<b>Push-In</b>							1							1
<b>Total</b>	0	0	0	0	0	0	1	0	0	0	0	0	0	1

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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	3		1	10		3				13
<b>Total</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<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							11							11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							1
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>

## 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

## A. Programming and Scheduling Information

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?

With our freestanding ESL program we service our beginner/intermediate ELLs in a different programmatic way than our advanced ELLs. For our beginner/intermediate ELLs they are heterogeneously grouped throughout the day in one class - but during Social Studies we provide a Push-In Co-Teaching model to support them and give them 60 minutes of ELL services. They are also pulled out of ELA class to be part of an ESL class that mirrors the content of ELA - for 60 minutes a day as well. This provides 600 minutes per week of ESL support and instruction. For our advanced ELLs we utilize our small group time during the week to provide them with 4 -72 min classes of ESL. This creates 288 minutes a week of ESL instruction. They also take 60 minutes of ELA during the day to create 300 minutes of ELA per week for those advanced ELLs.

For all our ELL students, New Design MS is a school that ensures they have supports in all their classrooms - including their content area class. For example - teachers have ready VIPs - (Visual Instruction Plans) - these are text-light summaries of the lesson for the day that students can use during independent practice to help them be successful. All New Design MS classrooms have leveled texts and libraries so that students can be reading about the same content - but on different levels. Our content area classes also have Home Language Support groups set up for students to work and partner with each other when they need help.

For the short-term ELLs there are also extensive appropriate interventions. The ELL English courses are essential for the short-term ELL because they provide the necessary second language acquisition curriculum. Additional support is provided from classroom content area teachers trained in ELL techniques. Some ELLs require more extensive support. ELL Mainstream Support provides ELLs with extended time in a teacher-supported environment. The level of acceptable additional support at the beginning level is more extensive for the Short Term ELLs because the natural progress of second language acquisition is extensive and often unique to the strengths and weaknesses of the individual students. Short Term ELLs are not considered for moving to the next level of the intervention process until there is adequate evidence that the student is not academically successful due to reasons beyond the normal struggles of second language acquisition (using measurable evidence).

The interventions for Long Term ELLs and Special Needs ELLs are more individualized for two reasons. First, issues other than second language acquisition may be the source of academic difficulties for students who are still significantly struggling academically after four years. Therefore, their academic products require closer scrutiny outside of second language acquisition to determine the source of academic difficulties. Second, Long Term ELLs often require literacy and/or academic content intervention support that is best provided by general education interventions.

Support for Long Term ELLs and those with Special Needs is provided through high quality differentiated instruction and ELL English course for students who still exhibit second language errors. High quality differentiated instruction techniques grant ELLs access to grade level appropriate material. There are many possible reasons why students remain in ELL beyond an expected time line. The language acquisition process takes longer for some students, or there are significant gaps in the student's education that have negatively impacted

## A. Programming and Scheduling Information

literacy. There might also be an underlying disability that has not been identified. In order to best find the appropriate interventions at any level the most appropriate type of support for the student must be determined.

### Courses Taught in Languages Other than English i

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?

Each of our targeted intervention programs focus on supporting ELL students and ensuring their growth in literacy as well as across the content areas. All intervention programs are offered to our ELL students in the English language.

1) Reading Club - During our school's Reading Club, students are involved in our small group setting to work on reading proficiency. For our ELL students, this period is used as an additional support period to assist in their academic reading and content area skills -i.e. math, science, social studies, etc.

2) After School Tutoring - Each day of the school week, ELLs are able to attend after school tutoring program that is offered by specific teachers in all subject areas on particular days. These tutoring sessions are opened to the entire school but can provide the ELL student with additional support from their classroom teacher and peers.

For those students who reach proficiency on the NYSESLAT but are still in need of language support, we offer the above mentioned interventions along with the mandated testing modifications. In addition, if necessary, these students receive services and supports within their classroom environments through constant communication between the ELL provider and classroom teachers and ongoing assessment and data analysis.

We do not have additional languages to offer at this time as a first year school.

All students, including ELLs, have access to all programs that are offered by our school.

### 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.

All staff members are involved with the development of ELL servicing as it is part of differentiation instruction.

All teachers attend daily professional development where ELL related issues are continually discussed and developed as a team. Thursdays are afterschool whole school staff development days. Staff meetings are held by the principal and assistant principal and the entire staff attends. The focus of school wide PD's changes based on the needs of the school. Such topics of interest include but are not limited to: ELL language strategies, differentiation, CTT models, curriculum planning, etc. PDs can be run by in house staff or by an outside agency/network leader.

All of our students transition from Elementary School to Middle School and we do so in a consistent way by creating a school environment that has consistent rules, consequences, and a culture of what we celebrate. We roll out this consistent culture to our student during student Orientation before the school year starts. We have teachers that speak the home language of our ELLs if that is needed.

### 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?

Our school has a variety of activities to ensure parental involvement in the education process. Parents are continually notified of the ongoings of school events through mailings and phone contact. We have a parent coordinator who is the first line of communication between our parents and our school. We offer PDs and resources for all parents of all students. We are continually re-evaluated the needs of our parents and their children through surveys, meetings and face to face communications. We also offer school wide functions including dances, festivals and other community based functions that provide not only educational opportunities but also offer an inviting atmosphere for parents, students and educators to engage in conversations and activities outside of the academic environment

## 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							0
Intermediate(I)							4							4
Advanced (A)							7							7
Total	0	0	0	0	0	0	11	0	0	0	0	0	0	11

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	7	3	0	12
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2	0	4	1	3	2	0		12
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

**New York State Regents Exam**

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

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

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

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

In addition to the mandated ELL assessments (LAB-R and NYSESLAT) as well as the state mandated ELA and MATH assessments, our school utilizes many different tools to measure the literacy skills of of ELL students. Initially, along with the mandated ELL provider, all teachers collaborate on analyzing the previous years NYSESLAT data to determine what language interventions need to be put in place to ensure success within the classroom. In addition, ELL students are continually assessed by content teachers as well as the ELL provider to determine language proficiency through running records (reading assessment), vocabulary acquisition (academic and social), writing level assessments (ELA and content areas). Additionally, ELLs take part in all periodic and predictive assessments throughout the year for ELA and Math.

All students also are tested using Fontas & Pinnell twice a year to measure their reading levels as well as Performance Series once throughout the year to get an accurate Lexile Score. All students also engage in our schools DYO Program - Our "Foundation" Assessments. These are full day performance tasks in each subject - Math, ELA, Social Studies and Science that measure the Foundational Skills in those subjects. These occur in October, January and June where each child sets growth goals in between to improve their Foundational Skills during each year and over three years at New Design Middle School.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>New Design Middle School</u></b>		<b>School DBN: <u>05M514</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daniel Black	Principal		12/19/11
Francesca Pisa	Assistant Principal		12/19/11
	Parent Coordinator		1/1/01
Marnie Ponce	ESL Teacher		12/19/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

**School Name: New Design Middle School**

**School DBN: 05M514**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		1/1/01
Michael Alcott	Network Leader		12/19/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 05m514      **School Name:** New Design Middle School

**Cluster:** 4      **Network:** 411

**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.

We have one quarter of our parent population that speak spanish as indicated on the Home Language Survey. We have additionally 4 other languages spoken by our parents (Urdu, French, Mandingo, and Niger Congo).

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.

We have 2 spanish bilingual teachers on staff and from our CBO we have a part time spanish speaking parent outreach person onsite. These 3 individuals take care of all Spanish phone calls from parents, as well as providing oral translation during the school day and during parent teacher conferences. For languages other than Spanish we reach out to the translation services provided by the DOE.

## 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.

As stated above we have 3 staff who are able to serve as in house interpreters. Our CBO partner works partially during the school day and then for our afterschool to ensure that we always have translation whenever a parent visits and can provide it both orally and written in a timely manner.

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.

As stated above we have 3 staff who are able to serve as in house interpreters.

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>.

Based on the Home Language Survey, we determine which families require translation and interpretation services. Translation and Interpretation posters are posted in the Main Lobby at all times.