



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE ELIZABETH BLACKWELL MIDDLE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 27Q210

**PRINCIPAL:** ROSALYN ALLMAN-MANNING

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

**SUPERINTENDENT:** MICHELLE LLOYD-BEY

## 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
Rosalyn Allman-Manning	*Principal or Designee	
Angela Forte	*UFT Chapter Leader or Designee	
Popi Tepelidis	*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	
Nicole Emanuelo	Member/Teacher	
Jeanette Brand	Member/Teacher	
Christina Jones	Member/Teacher	
Yanira Frias	Member/Parent	
Ray McNamara	Member/Parent	
Wanda Sierra	Member/Parent	
Damaris Carrasco	Member/Parent	

\*\* 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:**

By June 2013, students in the Limited English Proficient and Students with Disabilities subgroup will demonstrate progress as measured by an increase of two lexile levels on the Teachers College Reading Assessment between the benchmark in the fall 2012 and its final assessment in spring 2013.

### **Comprehensive needs assessment:**

Based on the 2012 data, these two subgroups made gains and therefore the school received extra credit for their achievement of these students. The student data on NYSESLAT indicates that our LEPs continue to perform well on the listening and speaking portions, but still lag in reading and writing. Therefore, these two groups continue to under-perform whole school other school subgroups. As a result, we continue to prioritize the ELL and SWD subgroups a priority.

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

Professional Development-Training will be provided to teachers and Assistant Principals servicing SWD and ELLs on the following topics: weekly assessments to monitor student progress, use of student data to plan and set goals, further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning, attendance at various professional development sessions conducted at OEL, BETAC, and CFN, Researched Based Programs: Computer assisted programs such as Destination Reading and Achieve 3000 will be used with both populations to increase reading lexile levels to support ELA instruction during the day and extended day tutorial. Students will attend an after school ELA program two days a week. Students in the Title III ESL program will use the Destination Reading program. Additionally, vocabulary development to support the ELL student will be supported by Marquis Studio in spring 2013.

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

- The school will host curriculum nights in the Fall and Spring to describe school programs and materials
- The Principal will conduct Spring and Fall teas to describe school programs, initiatives and materials
- The school will continue to upgrade its school website with important school dates, functions, teacher information and class assignments for all parents. The school website translates in 10 languages.
- The school will continue to use the school messenger system to notify parents of important school dates and functions
- School letters will be translated in the dominant languages spoken by parents in the school.
- Parents will be trained on how to use ARIS Parent Link
- School guidance counselors will design and conduct workshops and information session with parents on the high school application process. The workshops materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Conduct multi-cultural night celebrating the ethnic diversity of our students.
- Parent Teacher conferences will be held twice a year with interpretive services whose language is other than English.
- Parents will be trained in the home component of the ACHIEVE 3000 computer assisted reading program.
- The school will use Engrade, an online grading system which provides parents information regarding their child's grades, progress and assignments.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   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).

- As a Title I School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax levy), Title I Funds, title III and human resources to implement this action plan from September 2011-June 2012 as follows:
- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during the extended day programs
- Computer assisted programs to support reading instruction during the day
- Teacher per session (2 days per week for after school programs, Saturday science academies and one day for 10 weeks for art program to support vocabulary development)
- Professional development sessions and seminars for teachers and supervisor
- Contracted ESL coach to assist teachers and supervisors

## **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:**

By June 2013, students in the Limited English Proficient (ELL) and Students with Disabilities (SWD) subgroup will demonstrate progress as measured by a 5% increase in the number of students increasing in achievement from the fall 2012 baseline to the spring 2103 baseline.

### **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.

Although our school data for 2012 indicates that our students increased in mathematics and we received extra credit on our school report card due to progress of our special needs and ELL subgroup, these subgroups continue to underperform all other student groups for the past three years as evidence by the data contained within the state math assessments, NYC Progress reports, NYSED Report cards, and differentiated accountability reports. As a result, we have made progress for our ELL and SWD subgroups a priority for the school year.

### **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: Professional Development-Training will be given to teachers and Assistant Principals servicing SWD and ELLs on the following topics: monthly math portfolios to monitor student progress, use of student data to plan and set goals, further development of inquiry as teams of teachers use student work and data to inform differentiated lesson planning, attendance at various professional development sessions conducted at CFN, participation in the CUNY Math Institute with trained university math level staff provide professional development through modeling and various study groups. This will be continuous from September 2012-June 2013. Researched Based Programs: Computer assisted programs such as Destination Math and VMATH will be used with both populations to increase progress in mathematics during the day and extended day tutorial. Students will attend an after school program two days a week. Students in the Title III ESL program will use the Destination Math program. After school programs will start in fall and will end in Spring 2013.

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

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

- The school will host curriculum nights in the Fall and Spring to describe school programs and materials
- The Principal will conduct a Spring and Fall tea to describe school programs, initiatives and materials
- The school will continue to upgrade its school website with important school dates, functions, teacher information and class assignments for all parents. Website translates in 10 languages.
- School letters will be translated in the dominant languages spoken by parents in the school.
- Parents will be trained on how to use ARIS Parent Link
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- Parent Teacher conferences will be held twice a year with interpretive services for parents whose language is other than English. Parents will be trained in the home component of the VMATH computer assisted math program.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

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

**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).

As a Title I School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax levy), Title I Funds, title III and human resources to implement this action plan from September 2012-June 2013 as follows:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during the extended day and afterschool programs
- Teacher per session (2 days per week for after school programs, Saturday science academy)
- Professional development sessions and seminars for teachers and supervisor
- Professional development and mentoring with the CUNY Math Institutes

**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:**

By Fall, 2013, the communication metric of parental response on the school's NYC Progress Report will improve from 6.6 to 6.8.

**Comprehensive needs assessment:**

Although our communication metric continues to increase, this metric continues to be lower than the citywide average for middle schools.

**Instructional strategies/activities:**

The school will work with the PTA to provide parents workshops on how to use the home component of the computer assisted reading and math programs that are being used throughout the school. Please see strategies and activities as outlined below.

**Strategies to increase parental involvement :**

Parent Awareness of School Programs and Expectations:

- The school will use the school website to post class assignments, project deadlines, class activities, school calendar of events and meetings, project rubrics and other information to assist parents in monitoring their child's responsibilities as well as notify them of important dates of action. The school website has a dropdown menu allowing translation in 10 languages.
- The school will conduct an internal school survey in the middle of the year and again at the end to identify areas of concerns and identify action items.
- The school board located on the front patio will be used to post meetings, school closures, openings, times and dates, etc. for the entire school community.
- The school messenger system continues to be used to relay openings, school closure, important meeting dates, PTA meetings, student absences, lateness, special school programs, spring concerts, etc. Home messages can be translated in the dominant language of Spanish.
- The school telephone relay system has also been enhanced to allow direct access to pertinent school offices for parents (guidance, SBST, medical room, transportation, PTA, Parent Coordinator).
- Principal conducts Fall and Spring teas to meet with parents and review school programs.
- Parents are invited to a Spring new parent orientation meeting and a Fall "Back to School" night to meet and greet staff as well as hear about school programs.
- The school continues to staff a Parent Coordinator to assist with parent concerns, the ARIS Parent Link login and the distribution of the school survey.
- The school will work with school PTA to provide staff that will conduct technology, Engrade , ACUITY and wellness classes for parents.
- School celebrations of success in attendance, ARISTA inductions, Summer Reading Challenge and Student of the Month from each House.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

As a Title I School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax levy), Title I Funds, title III and human resources to implement this action plan from September 2012-June 2013 as follows:

- Title I set aside for students in temporary housing (SITH).
- FSF to fund a Coordinator of Attendance and Family Worker.
- FSF to support PBIS initiatives.
- FSF to support incentives for summer reading program, ARISTA, honor roll and attendance incentives.
- Title I translation services to support interpretation services for parents.
- Title I to support teacher per session for technology and ESL evening workshops.
- Title and FSF to support contracted vendors in support of parent of parent workshops.
- Consumable instructional materials to support evening parent workshops.
- Materials and support for cultural diversity activity.
- Materials and support for Fall/Spring teas and Fall/Spring parent informational sessions.

**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	Students use ACHIEVE 3000, Destination Reading and Marquis Studios (for LEP students) to assist with improvement in reading.	Teachers work with whole and then with small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling meet the goals on the IEP.	Achieve 3000 is provided during the day and students may use the program after school independently. Title I and Title III programs meet twice weekly after extended day programs. Teachers also work with students in small groups during the 50-minute extended day. SETSS teachers also work with small groups of students with reading and writing strategies during the day.
Mathematics	Students use Destination Math and V-Math software to assist in the improvement of math skills.	Teachers work with whole and then with small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling meet the goals on the IEP.	Title I and Title III programs meet twice weekly after extended day programs. Teachers also work with students in small groups during the 50-minute extended day. SETSS teachers also work with small groups of students with remedial math strategies during the day.
Science	Students use supplemental reading and hands on science material to	Teachers work with small groups of students to enhance skills needed for	Title III Saturday science program supports LEPs during spring of 2013 in



		<ul style="list-style-type: none"><li>• Regional Nursing Director- Coordinates Services Throughout Region</li><li>• Full time Supervising Nurse for Each District- Monitors Services</li><li>• Monitor Health Needs of All Students</li><li>• Provide First Aid</li><li>• SAPIS Coordinator on-site</li></ul>	
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### 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.

The strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal is as follows:

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers in all areas.
- Mentors are assigned to support struggling and new teachers
- School Mentoring Plan identifies mentors, mentees and activities to support professional development towards retention.
- The pupil personnel secretary and administration will work closely with the CFN-HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Title I funding is set aside to assist non-HQT in meeting academic requirements and deadlines.

**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;

**MS 210Q SCHOOL-PARENT COMPACT  
2012-2013**

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>Joanne Brucella</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>210</b>
School Name <b>Elizabeth Blackwell Middle School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Mrs. Rosalyn Allman-Manning</b>	Assistant Principal <b>Ms. Shadeed</b>
Coach	Coach
ESL Teacher <b>Mrs. Patricia Brown</b>	Guidance Counselor <b>Ms. Haydee Pistone</b>
Teacher/Subject Area <b>Mrs. Arline DiBenedetto/ESL</b>	Parent <b>Ms. Monique Hodge King</b>
Teacher/Subject Area <b>Ms. Dina El-Shahat /ELA</b>	Parent Coordinator <b>Mrs. Rose Flores</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Joanne Brucella</b>	Other <b>type here</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>5</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>2109</b>	Total Number of ELLs	<b>306</b>	ELLs as share of total student population (%)	<b>14.51%</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. 

- Initial identification process for ELLS (include HLIS and LAB-R)

Beginning with the registration process for new admits, all parents are given the Home Language Identification Survey to elicit information about the language spoken in the student's home as well as the student's prior schooling. An interview with parents and students is done with a pedagogue also at the same time. The pedagogues that conduct the interviews are the ESL teachers, Mrs. P. Brown (speaks Spanish), Mrs. A. DiBenedetto and Mrs. Y. Lebedev (speaks Russian.) When necessary, we utilize paraprofessionals on staff to translate, including Ms. Dill, Mrs. Begum and Mrs. Khan who speak Bengali, Ms. Bhatnagar who speaks Urdu, Punjabi and Bengali and Mrs. Arriaga, Ms. Carrion and Mrs. Echavarria who speak Spanish. Mr. Dedvukaj, an assistant principal, is available for Albanian translations. It is this interview, combined with the results of the HLIS, that determine Lab-R testing eligibility. By completing the form in this manner, we can get the information necessary in order to determine LAB-R testing eligibility. Additionally, during the admission process parents are informed of the choices available and view a video. Parents are notified via an entitlement letter and placement letter. The LAB-R is administered to the student. The Spanish LAB is administered to the Spanish speaking students by Mrs.P. Brown. The Lab-R and Spanish Lab is then administered and hand scored.

- Steps to ensure yearly NYSESLAT implementation (include staff responsibilities in process). The ESL teachers refer to the RLER for NYSESLAT eligible students and the RLER for LAB-R eligible students to identify which students are designated as ELLs and need to take the NYSESLAT exam. The ESL teachers (Mrs. Biessel, Mrs. P. Brown, Mrs. Dibenedetto, Mrs. Lebedev, and Mrs. Norton) conduct NYSESLAT test prep and administer the test (which consists of four parts, Speaking, Listening, Reading and Writing) as per the dates required by the New York City Department of Ed. Parents are also notified of the impending test.

2. At the time of registration parents and guardians are shown the Parent Orientation video by one of the ESL teachers (Mrs. Biessel, Mrs. P. Brown, Mrs. DiBenedetto, Mrs. Lebedev, Mrs. Norton). Based on the video, parents are asked to choose one of the three programs. The three program choices are Transitional Bilingual Education, Dual Language and ESL. If a parent chooses a program that is not currently offered at our school, all possible options are explained thoroughly. Our school currently offers a free standing ESL program.

If the parent chooses the bilingual program, we inform the parents that their names will be put on a waiting list and that when we have 15 students that speak the same language on that waiting list (in 6th grade, or a combination of 7th and 8th grade student names) that the school will open a bilingual class for that language. Furthermore, personnel reaches out to schools that offer bilingual education programs on behalf of the parents. Parents and guardians who were not able to view the Parent Orientation video are invited to attend a Parent Orientation Session, view the Parent Orientation video, and receive information on the different programs available. (Transitional Bilingual, Dual Language, Freestanding ESL). This is conducted within ten days of admission.

3. The ESL teachers (Mrs. Biessel, Mrs. P. Brown, Mrs. DiBenedetto, Mrs. Lebedev, Mrs. Norton) mail home the entitlement and non entitlement letters to parents and guardians based on the results of the current school year's NYSESLAT scores. At the inception of registration, parents are interviewed by a pedagogue, at which time parents are given the Parent Survey and Program Selection form.

The parents of the students who do not return the forms are contacted through School Messenger or home visits.

4. At registration, parents view the Parent Orientation video in their native language and are advised that their child will be tested with the LAB-R assessment. After the LAB-R is administered (and the student is deemed an ELL) the parents are advised by mail via an entitlement letter that their child is entitled to ESL services and will be placed in a freestanding ESL class unless otherwise directed by parents. The students are then placed in the appropriate program, as per parent choice. This could be in Middle School 210 or another school of the parent's choice that offers the program that the parent selected. The parents are notified by letters in both English and the home language concerning the child's placement. The ESL teachers are available to answer any questions the parents may have regarding the program choices.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed a trend towards Freestanding ESL program with very few parents requesting the Bilingual program. After parents have reviewed the Parent Orientation video, approximately 98% of them choose the ESL program.

6. The school provides free standing ESL classes as per the majority of the parent choices.

## 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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	2	2					6
<b>Push-In</b>							33	31	46					110
<b>Total</b>	0	0	0	0	0	0	35	33	48	0	0	0	0	116

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	306	Newcomers (ELLs receiving service 0-3 years)	192	Special Education	33
SIFE	49	ELLs receiving service 4-6 years	65	Long-Term (completed 6 years)	49

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	205	40	10	66	0	18	35	0	9	306
<b>Total</b>	<b>205</b>	<b>40</b>	<b>10</b>	<b>66</b>	<b>0</b>	<b>18</b>	<b>35</b>	<b>0</b>	<b>9</b>	<b>306</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	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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							73	65	84					222
Chinese							0	1	3					4
Russian							1	0	0					1
Bengali							22	29	6					57
Urdu							3	3	1					7
Arabic							2	3	2					7
Haitian														0
French							0	1	0					1
Korean														0
Punjabi							0	1	0					1

## 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
Polish														0
Albanian														0
Other							1	3	2					6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>102</b>	<b>106</b>	<b>98</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>306</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 content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. The organizational models that we utilize are the Push In and Pull Out models, small group instruction, full class instruction and self contained 6<sup>th</sup> grade classes.

b. There are two ESL Block Classes on each grade. There are also ELLs interspersed throughout the building in heterogeneous classes.

2/2a. The English Language Learners receive the necessary E.S.L. and ELA instructional units in “equal daily allotments”, as required by Commissioner’s Regulations Part 154. In grades 6, 7th and 8th, beginner and intermediate level students receive 360 minutes per week of E.S.L. instruction. Advanced students in these grades receive 180 minutes per week of E.S.L. instruction.

3. The content area instruction is in English and is supported by ESL methodologies. Textbooks appropriate for ELL instruction are used by the teachers (such as Milestones, True Stories in the News and Side by Side). The content area teachers utilize visual teaching aides and technology in the classroom (laptops and the smartboard) to instruct the ELLs. The content area teachers have textbooks available in the students' native languages, as well as bilingual dictionaries and glossaries. ESL teachers provide content area teachers with instructional materials and methodologies during co-planning. These methodologies help to enrich language development for ELLs. In the Push In Model, content area teachers provide the mini lesson and the ESL teacher provides vocabulary development and works with small groups during independent work time. The beginner ELLs study English using the Rosetta Stone computer program in the computer lab. We also utilize the Achieve 3000 and Destination Math programs on laptops.

## A. Programming and Scheduling Information

4. We ensure that ELLs are evaluated in the native language by giving them state tests in their native languages (Spanish, Chinese and Haitian Creole) and providing oral translators when the tests are not available in their written languages. We also administer the Spanish LAB to the Spanish speaking students.

5. Instruction is differentiated for ELL subgroups, including newcomers, former ELLs, special needs and long term ELLs.

a. SIFE students are placed in the appropriate classes and also receive small group instruction. They attend the extended day and after school programs and may also receive resource room services. Teachers build supportive environments that respond to the immediate social cultural and linguistic needs of SIFE students. A supportive environment may include: bilingual staff from the student's home country, a staff member highly trained in cross-cultural communication and instructional methods that are designed to accelerate the academic achievement of SIFEs.

b. Instruction for newcomer ELLs is differentiated by employing choral reading, songs, rhymes, chants and musical activities to help children imitate and remember language. Vocabulary development through reading and storytelling with picture books applying TPR (Total Physical Response) is also utilized. Some newcomer ELLs are serviced with small group instruction. Beginner ELLs may also be given different tasks to complete during a lesson, such as looking up words in their bilingual dictionaries, match pictures to vocabulary words, illustrate a word or write a sentence when other students are doing more complex language related activities. Intermediate and Advanced ELLs may complete more complex tasks such as write an original ending to a story, or compare and contrast two different stories.

c. Many ELLs receiving service for 4-6 years are serviced with small group ESL instruction.

d. Long term ELLs are supported in literacy development across the content areas, regardless of subject matter content.

6. ELLs identified as having special needs are placed within appropriate classes and programs. Some receive resource room services while others are in self contained Special Education classes. Many of these students are serviced with small group instruction. The special education teachers use the same textbooks as the general education classes, however they supplement their instructions with resource materials from various books, internet sources and teacher made materials. Students who are doing well in certain classes are mainstreamed into general education classes. They get assistance with any difficulties during small group instruction (50 minutes). SEC reports as well as IEP are scanned by the teachers as well as Assistant Principal. Assistant Principal informs related service providers of the needs of the students, as well as group sizes. Students are scheduled into mandated services by the related service providers.

7. Students are mainstreamed whenever possible into the least restrictive environment. Programs are matched and class changes are made if necessary to meet the needs of the students. Students spend time with non-disabled peers in PE, lunch assemblies and different activities such as student council, track and peer tutoring.

### 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:

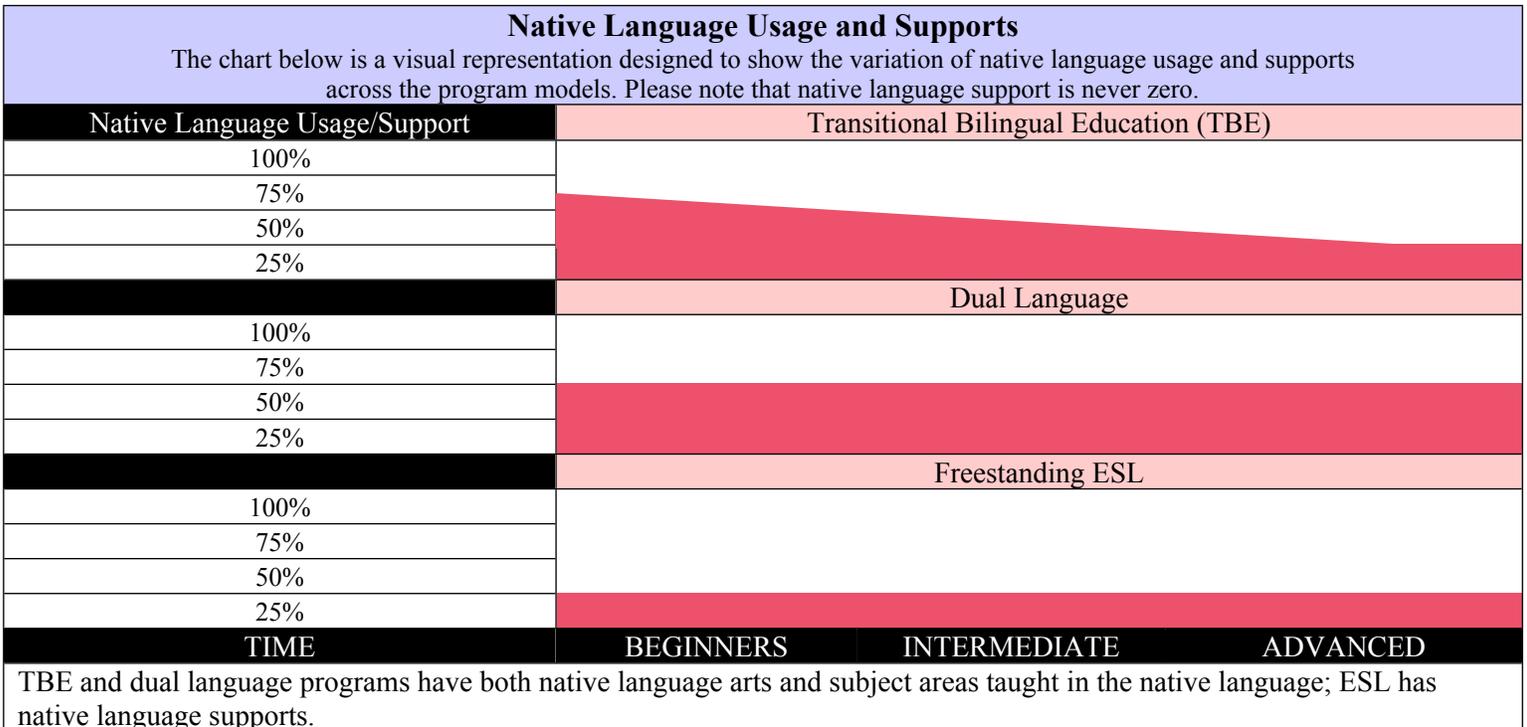
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



**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?

Paste response to questions 8-17 here

8.

The ESL teachers link and co plan with the content area teachers to plan instructional strategies for ELLs. Targeted intervention programs at MS 210 for ELLs are designed to enhance ELLs academic vocabulary in all content areas. Vocabulary is taught together with content area using direct instruction, information from context, morphology, knowledge about multiple meanings and from cognates to infer word meaning. Destination Math is utilized to help ELL's to develop basic math skills and Destination Reading and Achieve 3000 are used to supplement the ELA Curriculum. The Lincoln Center Literacy Through the Arts theater program is used to enhance the listening, speaking, reading and writing skills of the ELLs.

The 8th grade ELL classes are scheduled for six periods in Science as opposed to five. The Additional period is built into the teacher's and classes schedule as a double period. During this double period block, ELL students participate in inquiry based science labs in preparation for the NYS intermediate Science exam. During the spring semester an ELL Saturday instructional program is conducted for the 8th grade ELL students. The instructional focus for this program is to prepare our ELL students for the upcoming NYS intermediate science exam. This program concentrates on the Performance Test of the state exam (which consists of tasks at three stations) and the written test part of the state exam (which consists of multiple-choice and open-ended questions). All classes are conducted in English, students receive word-for-word glossaries.

9. ELLs reaching proficiency on the NYSESLAT are entitled to and given extended time on state exams as well as on class exams and citywide exams. ELLs who reached proficiency on the NYSESLAT are also included in the Extended Day instructional program.

10. We plan on incorporating more technology by purchasing more laptops for the ESL department to be used in small group instruction.

11. No services or programs have been discontinued.

12. Every child at MS 210 and that includes all ELL students, are informed of all extra-curricular activities via a notice backpacked, school messenger, school website, PTA meetings, Parent Teacher conferences, and Back to School night. Activities offered are extended day, after school, CHAMPS, physical education programs, student council, and Beacon. Additionally, ELLs are programmed for in school curricular activities.

13. The content area teachers utilize visual teaching aides and technology in the classroom (laptops and the smartboard) to instruct the ELLs. The content area teachers have textbooks available in the students' native languages, as well as bilingual dictionaries and glossaries.

14. All ESL students have access to bilingual dictionaries and glossaries in English and their native languages. These resources can be used in all their content classes. The ESL teachers provide vocabulary in both English and in the ELLs native language. There are Spanish Language

textbooks available in content areas such as Science, Social Studies and Mathematics to assist the ELL students in learning content in their native language and English. Besides English, the school library provides literature in Spanish, Chinese and Bengali.

15. Yes, required services support and resources correspond to ELLs' ages and grade levels.

16. Newly enrolled ELLs are invited to a Summer Enrichment program before the beginning of the school year. Additionally, potential incoming 6th grade students are invited in June to a Meet and Greet Orientation.

17. Spanish is offered to our ELLs.

9. ELLs reaching proficiency on the NYSESLAT are entitled to and given extended time on state exams as well as on class exams and citywide exams. ELLs who reached proficiency on the NYSESLAT are also included in the Extended Day instructional program.

10. We plan on incorporating more technology by purchasing more laptops for the ESL department to be used in small group instruction.

11. No services or programs have been discontinued.

12. Every child at MS 210 and that includes all ELL students, are informed of all extra-curricular activities via a notice backpacked, school messenger, school website, PTA meetings, Parent Teacher conferences, and Back to School night. Activities offered are extended day, after school, CHAMPS, physical education programs, student council, and Beacon. Additionally, ELLs are programmed for in school curricular activities.

13. The content area teachers utilize visual teaching aides and technology in the classroom (laptops and the smartboard) to instruct the ELLs. The content area teachers have textbooks available in the students' native languages, as well as bilingual dictionaries and glossaries.

14. All ESL students have access to bilingual dictionaries and glossaries in English and their native languages. These resources can be used in all their content classes. The ESL teachers provide vocabulary in both English and in the ELLs native language. There are Spanish Language textbooks available in content areas such as Science, Social Studies and Mathematics to assist the ELL students in learning content in their native language and English. Besides English, the school library provides literature in Spanish, Chinese and Bengali.

15. Yes, required services support and resources correspond to ELLs' ages and grade levels.

16. Newly enrolled ELLs are invited to a Summer Enrichment program before the beginning of the school year. Additionally, potential incoming 6<sup>th</sup> grade students are invited in June to a Meet and Greet Orientation.

17. Spanish is offered to our 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)?

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.

Paste response to questions 1-3 here

1. Professional Development days target ESL teachers and ELL support staff with best practices methodology. ESL teachers, content area teachers of ELLs and Assistant Principals attend workshops on ESL strategies and methodologies. For professional development for subject area teachers please refer to the Calendar of Professional Development dates below. All other school personnel that service the ELLs attend professional development within their departments.

2. School staff are supported by school leadership and guidance counselors in several ways. First, the guidance counselors assign ESL students to classes after consulting with the assistant principal in charge of ESL. The guidance counselor periodically meets with staff to discuss how students are progressing in each content area. The guidance counselor works closely with the parent coordinator to inform parents of students academic progress, or lack thereof. The guidance counselors attend ESL department study groups to keep informed of the NYC promotional guidelines for ELLs. Beginning in the 7th grade, guidance counselors visit classes to discuss high school choices with students and teachers. The guidance counselors, parent coordinator and teachers work closely with the students to facilitate the high school application process to ensure the best high school choices for the ELL students.

3. Dr. Baptista, the Department Chair for ESL at Fordham University conducted the 7.5 hour workshop for the 2010-2011 school year for selected staff.

#### Calendar of Professional Development Dates 2011-2012 School Year to date

Date	Workshop	Staff Attending
9/14/11	ELL Specialist Professional Development	Ms. Shadeed and Mrs. P. Brown
9/22/11	BESIS Technical Assistance Meeting	Mrs. P. Brown
10/20/11	School Leadership for ELL Mathematics	Mrs. C. Brown and Mr. Ramcharran
10/22/11	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
10/27/11	iPad Training	Mrs. P. Brown and Mrs. Norton
11/2/11	Brain Research: Keeping ELLs in Mind Series	Mrs. Beissel
11/17/11	Brain Research: Keeping ELLs in Mind Series	Mrs. Beissel
12/7/11	Brain Research: Keeping ELLs in Mind Series	Mrs. Beissel
12/9/11	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
12/10/11	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
12/12/11	Differentiating for ELLs in Science: The Literacy Connection	Ms. Katz and Ms. Park
12/13/11	Differentiating for ELLs in Science: The Literacy Connection	Ms. Katz and Ms. Park
12/15/11	Integrating the CCLS in the Spanish NLA Class	Mrs. Carvajal and Ms. Delucca
12/16/11	Integrating the CCLS in the Spanish NLA Class	Mrs. Carvajal and Ms. Delucca
1/13/12	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
1/14/12	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
2/10/12	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
2/11/12	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
3/23/12	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
3/24/12	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton

## 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?

Paste response to questions 1-4 here

1. Parents are afforded opportunities to learn about Common Core, NYS-ESL standards, instructional strategies and NYS assessments given to their children through:

- a. Conducting parent awareness workshops
- b. Scheduling of parent/teacher conferences twice during the school year
- c. Conducting a fall open house and spring incoming parent session
- d. Scheduling workshops on accessing ARIS Parent Link
- e. Providing progress reports
- f. School announcement board posts translated

2. Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3 and 4. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns.

Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services.

School website also translates in more than 10 languages.

## 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)							19	23	24					66
Intermediate(I)							23	25	44					92
Advanced (A)							45	42	26					113
Total	0	0	0	0	0	0	87	90	94	0	0	0	0	271

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	13	1				
	I							19	18	23				
	A							31	12	35				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							29	25	36				
	B							18	23	25				
	I							18	24	44				
	A							42	77	25				
	P							6	6	1				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	36	9	0	60
7	42	27	0	0	69
8	45	35	1	0	81
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	7		34		33		0		74
7	23		45		20		1		89
8	26		52		18		5		101
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	18		37		14		1		70
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>Algebra</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

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

1. Our school uses the Fountas and Pinnel and Rigby reading assessments to assess the early literacy skills of our ELLs. Fountas and Pinnel is used in the Intermediate and Advanced 6th Grade ESL classes and all of the 7th and 8th Grade ESL classes. The Rigby reading assessment is used with the 6th Grade Beginner ESL classes. The data indicates that many of our ELLs are not reading at grade level and many read on a grade level 2-3 grades below.

2. The NYSESLAT data shows that the proficiency levels of the ELLs increased on all three grades. The data indicated that ELLs perform better on the "Listening and Speaking" modalities of the NYSESLAT and LAB-R exams than on the Reading / Writing modalities. This information supports research that indicates the English Language Learners can speak and listen before they can read and write. BICS (Basic Interpersonal Skills) is attained prior to CALP (Cognitive Academic Language Proficiency).

The 2011 RNMR NYSESLAT Modality Report was used to analyze the academic strengths and weaknesses of our ELLs in the four modalities: Listening, Speaking, Reading and Writing. The data indicated the following results:

- Overall, there were 271 ELL students that are eligible for the NYSESLAT assessments.
- Of the 271 students found eligible, 66 tested at the Beginner level, 92 tested at the Intermediate level, and 113 tested at the Advanced level.
- A review of the data on Listening/Speaking and Reading/Writing Modalities revealed that in the Listening/Speaking portion of the NYSESLAT, overall, 14 students scored at the Beginner level, 68 students scored at the Intermediate level, 78 students scored at the Advanced level and 90 students scored at the Proficient level.
- In the Reading/Writing portion of the NYSESLAT, overall, 66 students scored at the Beginner level, 86 scored at the Intermediate level, 144 scored at the Advanced level and 13 scored at the Proficient level.
- A review of the NYSESLAT grade level data on the combination modalities indicated that for the Listening/Speaking modalities the data is as follows: Grade 6 had 0 students at the Beginner level, 19 at the Intermediate level, 31 at the Advanced level and 29 at the Proficient level. Grade 7 had 13 at the Beginner level, 18 at the Intermediate level, 12 at the Advanced level and 25 at the Proficient level. In Grade 8, there were 1 at the Beginning level, 23 Intermediate, 35 Advanced and 36 Proficient students. The Reading/Writing modalities in each grade level revealed: Grade 6 had 18 Beginners, 18 Intermediate, 42 Advanced and 6 Proficient. In Grade 7, there were 23 Beginners, 24 Intermediate, 77 Advanced and 6 Proficient. Grade 8 had 25 Beginners, 44 Intermediate, 25 Advanced and 1 Proficient students.

3 - 4. This data indicated that ELLs perform better on the Listening / Speaking modalities of the NYSESLAT and LAB-R exams than on the Reading / Writing modalities. This information supports research that indicates the English Language Learners can speak and listen before they can read and write. BICS (Basic Interpersonal Skills) is attained prior to CALP (Cognitive Academic Language Proficiency). In order to address this, the students are required to participate in curricular activities that address four language modalities. Beginner and Intermediate students, as well as the Special Education students, are encouraged to use the ELLIS program. This computer program especially addresses the listening and speaking needs of these students. Some of the Beginner ELLs are using the Rosetta Stone program in the Computer Lab to develop their English language skills (primarily listening and speaking). By using this program, students are able to interact through online experiences, to learn memorization strategies, and to engage and expand their abilities through language enrichment activities. The reading and writing modalities of the students are addressed in the ELA classroom through a variety of reading and writing strategies. The data can be used to teach different learning strategies, such as using background knowledge, making inferences, using

graphic organizers and summarizing. Students are exposed to a variety of E.S.L. materials, some of which include NYSESLAT and ELA test prep materials, High Point books, Milestones books, True Stories in the News books, Side by Side books, etc. E.S.L classroom libraries, listening centers and other hands-on materials, such as educational language themed games, are also available for ELLs. Teachers will use the data to differentiate instruction in their pedagogic practices to meet the individual needs of the ELL students, such as grouping according to specific needs. For example, assignments can be differentiated for small group activities, homework assignments and projects.

4a2) At this time, the ELL students do not take any tests in their native language.

4b) School leadership uses the NYSESLAT and city and state tests to develop schoolwide goals for the ELLs in the CEP. The Periodic Assessments are used to identify and group students according to their sub-skill achievements in all content areas. For example, ELLs excel in Math over ELA. The ELL child needs more intervention in Reading and Writing and vocabulary development in both Math and ELA.

Students' native languages are used for a variety of purposes. ESL students have access to bilingual dictionaries and glossaries which can be used in all of their content area classes in order to learn new vocabulary words. Spanish language textbooks are available in science, social studies and math to assist ELLs in understanding the content. The ESL and school libraries provide literature in Spanish, Chinese and Bengali. When possible, newcomers are paired with students who speak their native languages for translation purposes.

5. N/A

6. Assessment tools that are used to evaluate student progress are portfolios, the NYSESLAT and city and state test scores. The number of ELLs that increased one level on the NYSESLAT exam and those ELLs that passed the NYSESLAT exam are included in the school's AMAO report. Student progress is also evaluated on the school's AYP data.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** MS 210Q

**School DBN:** 27Q

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosalyn Allman-Manning	Principal		9/23/11
Karlene Shadeed	Assistant Principal		9/23/11
Rose Flores	Parent Coordinator		9/23/11
Patricia Brown	ESL Teacher		9/23/11
Monique Hodge King	Parent		9/23/11
Dena El-Shahat	Teacher/Subject Area		9/23/11

School Name: MS 210Q

School DBN: 27Q

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Reynolds	Teacher/Subject Area		9/23/11
Maria Patamarapipan	Coach		9/23/11
Brian Jablow	Coach		9/23/11
Haydee Pistone	Guidance Counselor		9/23/11
Joanne Brucella	Network Leader		9/23/11
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 27Q210 School Name: Middle School 210

Cluster: 210 Network: 210

**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.

The HLIS survey is used to identify both ELL students and the languages spoken in the school building. This survey is administered by our ESL teacher. This data, along with the Place of Birth Report ensures that all parents are provided with appropriate and timely information in a language they can understand. Also, the Department of Education conducts a yearly parent survey to express their opinion of their children's school

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.

According to the data referenced above, most of the written and oral interpretation needs are required in Spanish with the second largest translation need being Bengali. All of the necessary written and oral interpretation needs of different languages are fulfilled by the school during parent teacher conferences, state tests and through the distribution of translated DOE school documents.

## 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.

All of the Department of Education notices are translated into the student's native languages. The staff works together to ensure that both written and oral translation services are provided to parents in a timely manner. An outside contractor provides translators for oral translation during state tests

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.

All of the Department of Education notices are translated into the student's native languages. The staff works together to ensure that both written and oral translation services are provided to parents in a timely manner. An outside contractor provides translators for oral translation during state tests.

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>.

The school will fulfill Section VII of the Chancellor's Regulations in the following ways:

- Sending home NYC Department of Education letters in the student's native language
- Providing oral translation services in person and by 3-way conference calls, when necessary

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: MS 210	DBN: Q27
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funding offers ELLs the opportunity to participate in an after school instructional program (Math and ELA) (6,7, & 8 grades), a Saturday Science program (8th grade) and an Arts Enrichment program (6, 7, & 8 grade). The after school program is designed to assist ELL students in preparation for the NYS Math and ELA Exams in 2012. Staffing of the program will consist of three monolingual classroom teachers (with ESL/ELL training and coursework), one administrator and two certified ESL teachers for small group instructions. The certified ESL teachers will push into the three classes to provide language support within a team-teaching model. The program will run two days a week, 90 minutes each day, 3 hours per week, from November to April (pending budget availability through Title III funding). Students will be grouped according to grade with no more than 20 students in each class. The program will utilize Destination Reading and Math web based programs, as well as the book, "Words Their Way". The Saturday Science program will consist of six 2 hour sessions. A licensed ESL teacher will work collaboratively with two licensed Science teachers during the sessions. Teachers will focus on the lab portion of the NYS Science exam. The teachers will also review key Life, Physical, and Earth Science concepts. Students will have access to science glossaries in their native language. The Arts Enrichment program will be contracted through Marquis Studios in the spring. This Marquis Studio after school program is researched based to increase vocabulary and writing (students create scenes for their puppet show) for English language learners through puppetry creation and story design. This additional program will be staffed by one ESL teacher and one Assistant Principal. One group of 20 students in grades 6, 7 & 8 will be scheduled for two hours, one day per week for a total of 10 weeks.

### Part C: Professional Development

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

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

Begin description here:

MS 210 is committed to providing professional development for all staff members. The goal is to develop and refine pedagogical practices in conjunction with the Common Core Learning Standards. This refining in the craft of teaching and learning will result in best practices that are coherent, creative and cutting edge in classroom methodologies, focusing on the whole child (emotional, social, intellectual). MS 210 strives to foster student /learners, student /teachers that are intuitive, intellectually refined and introspective. Professional development is also designed to incorporate the breaking and building of ground with parents as partners.

### Part C: Professional Development

A Fordham University Coach has been contracted to work with ESL teachers and teachers of ESL students for 10 weeks beginning in December. The coach will provide classroom modeling, demonstrations and on-on-one mentoring for teachers.

All Professional Development below are provided by the following support systems: 1) The office of English language Learners, 2) Fordham University, 3) CFN Network, 4) BETAC

Department study group year long (Compliance, I-Pad/Smartboard training, SESIS, Classroom Instruction, Parental outreach, Testing etc.

#### Calendar of Professional Development Dates 2011-2012 School Year

Date	Workshop	Staff Attending
September	ELL Specialist Professional Development	Ms. Shadeed and Mrs. P. Brown
September	BESIS Technical Assistance Meeting	Ms. Shadeed and Mrs. P. Brown
October	School Leadership for ELL Mathematics	Mrs. C. Brown and Mr. Ramcharran
October	ELL Literacy and Leadership Institute	Ms. Shadeed Mrs. Beissel and Mrs. Norton
October	Understanding TitleIII AMAO's	Ms. Shadeed
October	TitleIII	Ms. Shadeed and Mrs. P. Brown
November	Brain Research: Keeping ELLs in Mind Series	Ms. Beissel
November	Brain Research: Keeping ELLs in Mind Series	Mrs. Beissel
November	Addressing the Needs of ELLs	Ms. Shadeed and Mrs. P. Brown

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent Workshops on pertinent topics are held during the school day and after school hours for working parents and they are planned in order of importance. Workshop presenters vary among school staff and could be Mrs. Allman-Manning (Principal), Parent Coordinator (Mrs Flores), Guidance Counselors (Mrs. Abel-Fuller & Ms. Pistoni), Technology Teacher (Mrs. Pate-Dixon), ESL teachers (Mrs. Brown, Mrs. Norton, Mrs. Dibenedetto, Mrs. Lebedev, & Ms. Beissel) and Ms. Shadeed (ESL Assistant principal). Parents are notified as follows: 1. parent letters in home language, 2.

**Part D: Parental Engagement Activities**

school website in home language, 3. school calendar of events, 4. PTA meetings and 5. school messenger in home language.

Parents are afforded opportunities to learn about Common Core, NYS-ESL standards, instructional strategies and NYS assessments given to their children through:

- a. Conducting parent awareness workshops
  - b. Scheduling of parent/teacher conferences twice during the school year
  - c. Conducting a fall open house and spring incoming parent session
  - d. Scheduling workshops on accessing ARIS Parent Link
  - e. Providing progress reports
  - f. School announcement board posts translated
2. Currently the school is not partnering with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. Our Parent Coordinator and bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns.
4. Our school messenger system translates messages for our parents. During monthly PTA meetings, there is translation services.
5. School website also translates in more than 10 languages.

**Part E: Budget**

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

Allocation Amount: \$34632

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$18,068.40 + \$13151.20 = \$21,219.60	Afterschool program:  5 teachers x 3hrs x 24 weeks x 50.19 = \$18,068.40  1 supervisor x 2.5hrs x 24 weeks x \$52.52 = \$3151.50

**Part E: Budget**

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

Allocation Amount: \$34632

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	$\begin{aligned} & \$1,806.84 + \$630.24 = \\ & \$2,437.08 \end{aligned}$  $\begin{aligned} & \$1,204.56 + \$630.24 = \\ & \$1,834.80 \end{aligned}$	<p>Science/intervention program for grade 8 ELL's:</p> <p>3 teachers x 2hrs x 6weeks x \$50.19 = \$1,806.84</p> <p>1 supervisor x 2hrs x 6weeks x \$52.52 = \$630.24</p> <p>Arts Enrichment Program:</p> <p>1 teacher x 2 hrs x 12 sessions x \$50.19 = \$1,204.56</p> <p>1 supervisor x 1hr x 12 sessions x \$52.52 = \$630.24</p>



**Part E: Budget**

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

Allocation Amount: \$34632

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$34,632.00	