



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X022

PRINCIPAL: LINDA ROSENBURY EMAIL: LROSENB6@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Linda Rosenbury	*Principal or Designee	
Michele Barrow	*UFT Chapter Leader or Designee	
Linda Arroyo	*PA/PTA President or Designated Co-President	
Jennifer Perez	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Luz Vietorino	Member/P.A. Rep., Title 1 Rep.	
Yolanda Jennings	Member/P.A. Rep.	
Angelica Camargo	Member/P.A. Rep.	
Magdaly Cordoba	Member/P.A. Rep.	
Hoai Vuong	Member/UFT Rep.	
Doug Satran	Member/CSA Rep.	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

A JIT was conducted in May 2010. The leadership team immediately created a strategic plan for implementing the recommendations. A Progress Review Visit for PLA/SIG was conducted by SED in December 2011 indicates improvement. Summary from report generated on August 2012 included below:

“The principal, assistant principals, teachers and other staff were observed interacting with students in a respectful and business-like manner, and students appear to respond in kind. The school has an active parent organization as documented. Parents, grandparents and other student guardians were available on the day of the site visit for interview and perceive the school to be warm, welcoming to adults and children alike, and to be responsive and proactive in regard to student needs. Students perceive the school as a safe and supportive environment that is conducive to learning. They also appear to have a strong sense of ownership in their academic program based on their opportunities to present their portfolios to parents and family during student-led portfolio conferences. There appears to be ample academic support for students and the school has clear-cut action plans for academic achievement for each student. Teachers and students confer regularly in to review and refine these plans.

The school has network support from Children First Network 511 and Family Health International 360. Numerous community-based and professional support organizations provide comprehensive services and before and after school programs, as well as a Saturday Academy. With the solid support provided by these partners, the principal and teachers are actively engaged in the strenuous process of building a school that is responsive to students' academic needs and faithful to its mission.”

In order to use the most timely data, we referred to recommendations from network walkthroughs and recent state score analyses to determine these goals.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Our school will be structured in such a way that increases student and staff accountability for continuous growth in alignment with our mission and vision. This will lead to at least a 5% increase in the percentage of students performing at or above grade level standards on the NYS ELA and Math exams.

Instructional strategies/activities

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

Our school is divided into three small learning communities, each with a dedicated support team (Assistant Principal, Dean of Students, Guidance Counselor, and Office Manager). The SLCs are named after colleges (John Jay, UConn, and Columbia). Students and staff stay in their colleges for the duration of their time at Middle School 22, forming strong relationships. Classrooms are subject-specific to create immersive learning environments with instructional charts to support student work time, word walls to support language acquisition, and materials that authenticate the learning. Teacher's student load averages 75 students allowing for meaningful analysis of student work, feedback, and differentiated plans.

Technology is integrated throughout the community. All staff members are issued laptops and accounts to our google site, collegeavenueacademy.org. Every classroom has a SMARTBoard. Students use laptop carts for online reading comprehension (Achieve 3000), math supports (geometer sketchpad), and publishing original writing across the content areas. We are piloting the use of iPads for small group instruction and applications for teacher organization ('confer').

Collaboration is a crucial element of our school structure. Each teacher is part of an interdisciplinary grade-level team ('pod') and department that meets weekly for 90 minutes. One important aspect of these teams is their analysis of student work that occurs at all meetings. These teams have shared goals and support one another in ensuring that all students achieve high academic and behavioral standards. Our Special Education Teacher Support Services (SETSS) and English as a Second Language Services (ESL) are delivered through a push-in model. Co-teachers plan workshop model lessons that fully include these subgroups in the core curriculum while allowing ample time for small-group strategy lessons. All new teachers are partnered with an experienced mentor who model instruction, observe them and give feedback in weekly cycles.

We are all learners. This is clear through the extensive internal and external professional development that all staff members participate in. All new teachers attend the "Getting Classroom Management Right" workshop on Guided Discipline by Educators for Social Responsibility. We are a Teachers College Reading and Writing Project School meaning staff developers conduct lab sites in our ELA, Social Studies and Science classrooms and our teachers and principal attend regular conferences at Columbia University. As part of the Middle School Quality Initiative we attend city-wide professional development on teacher teaming, vocabulary acquisition and reading across the content areas. Our math team learns from a consultant through Math in the City and a coach from Kaplan. Teacher's individual professional practice goals ensure that all of these supports are aligned to two target areas for each teacher.

Budget and resource 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

 Title IA Title IIA

x Title III

 Set Aside Grants

x

Other-describe here: Title I SWP, Title I Priority/Focus SWP

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). Teachers staffed within the three small learning communities are mostly funded with tax levy funds. The teachers funded with Title I SWP help maintain small class sizes in math, science, and social studies. Title I Priority/Focus SWP and Title III funds support after-school and Saturday enrichment programs for our Level 1 and 2 students, including Yo Magazine. TL MS Task Force, Title III, Title I Priority/Focus SWP, and Tax Levy NYSTL funds are used to purchase books and supplies needed to achieve the high academic standards that we uphold our students to. Title I Priority/Focus SWP will also fund curricular trips to institutions such as the New York Historical Society and the Lower East Side Tenement Museum.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

See explanation under 'Major Recommendation' for Goal #1.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

The departments will incorporate the Common Core Learning Standards (CCLS) into their shared units of study and identify at least two units of study that exemplify their department's curriculum development. In addition, we will expand our curriculum to include remediation and acceleration programs for Period 0 that demonstrate at least one year's growth on targeted skills.

Instructional strategies/activities

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

Grade-level leaders meet weekly to plan the agendas for weekly department meetings, analyze school-wide data and maintain the department's online handbook (scope and sequence, units of study, classroom environment checklists, pedagogical structures, etc.). Each department will meet weekly to analyze student data and build differentiated lesson plans aligned to the shared units of study. The department's work will result in an average of 1.5 years progress on subject-specific common assessments (Social Studies argumentative essay, Science lab reports, ELA Degrees of Reading Power, Math CCLS tasks). These department leaders will conduct walkthroughs of all classrooms three times per year to gather data on teacher practice. All teachers keep their lesson plans in a folder on the right-hand corner of their dry-erase board and keep an aim posted throughout the duration of the period. Department leaders collect this information during walkthroughs to inform activities for future departmental meetings, resource allocation, and progress towards departmental goals.

Grade-level leaders track student progress on common assessments to determine if the department is on track to meeting goals, identify teachers who are excelling or struggling at teaching various skills, and create next steps for continued improvement. For example, the goal for Social Studies is to improve students' ability to write an argumentative essay an average of at least one level on the CCLS-aligned four-point rubric. Department leaders compare the baseline results to the midline results to see if students have made an average of at least .5 points of progress. A detailed analysis will include looking at the grade-level results to inform future units of study and looking at individual teacher's results by strand. For example, 6th grade teacher A may have produced great progress with thesis statement

but not enough progress with mechanics. The grade-level leader will meet with teacher A to determine what teaching led to the students' understanding of writing a thesis statement and then facilitate a share to the whole department. The grade-level leader will also identify a teacher who is making great progress in mechanics and have them share resources with teacher A. The data analysis process also includes student subgroups to make recommendations about strategies and intervisitations for specific populations such as newcomers, long-term ELLs, and students with IEPs.

The department leaders present their work three times each year to the Middle School Quality Initiative (MSQI) Team, a group of school leaders charged with ensuring the success and coherence of all departments, external partners and initiatives. During MSQI meetings, departments first present their plan (meeting one: baseline), describe their progress and articulate challenges (meeting two: midlines), and then celebrate growth and plan goals for the following year (meeting three: endline).

We will use student performance on the NYS exams and other data (course grades, DRP, WIST, etc.) to homogeneously group students for targeted instruction and interventions. We will rename 37.5 minutes to Period 0 and afterschool/ELT to Period 8 to emphasize the importance of the instructional time. We will have a robust outreach plan to increase attendance including one-on-one conversations with students, letters home and phone calls.

We will train staff in Wilson, English 3D, Achieve 3000, Mathletes, Regents Prep, Specialized HS, and NYSESLAT prep through weekly meetings. Each group will have a teacher leader responsible for coordinating with vendors/consultants, ordering materials, and facilitating Monday morning meetings. The facilitator of our largest group, non-fiction reading comprehension, will be the lead teacher. His responsibilities will include observing instruction, giving feedback and arranging modeling and inter visitations.

Each program will determine a mid-year benchmark to demonstrate student growth. The leaders will report on this growth to the Middle School Quality Initiative team that meets every Thursday after school. The MSQI team will provide feedback and ensure alignment of all school programs.

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-describe here: AIDP Attendance Shared X

Service and program coordination

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

Title I SWP will pay per session to the grade-level leaders that meet weekly to plan departmental meetings. TL MS Task Force Funds will pay per session for staff that are part of the Middle School Quality Initiative Team. NYSTL funds and TL MS Task Force Funds will purchase Regents Prep, Specialized HS and NYSELAT preparation materials. Our attendance teacher, funded with AIDP Attendance Shared, will be the point person in our outreach plan to increase attendance. Title I Priority/Focus SWP funds content and CCSS-aligned texts and test sophistication materials.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

See explanation under 'Major Recommendation' for Goal #1.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Over 80% of teachers will improve one category (ineffective, developing, effective, highly effective) in at least two of four competencies from Charlotte Danielson's Framework for Teaching: 1E Designing Coherent Instruction, 2B Culture for Learning, 3B Questioning and Discussion Techniques, and 3D Using Assessment in Instruction.

By the end of October, all teachers will have set professional practice goals. This process will include four components: data, goal, action plan, and evidence. Teachers will cite student performance data from previous years and baseline assessments and observations from previous years and September. Based on that data, teachers will identify goals connected to high-leverage indicators from the three Danielson competencies. Next, teachers and administrators will design an action plan that aligns professional learning opportunities to their goals such as lab sites, inter visitations, and work with consultants, professional reading and conferences. Finally, the teacher will determine benchmark evidence to track progress towards their goals. This evidence will include but not be limited to student progress on common assessments, units of study, photographs of the learning environment, and written feedback from administrators, consultants and mentors. Administrators will use Teachboost.com to communicate feedback to teachers in a timely, coherent manner and track progress on the three criteria.

Mid-year Check in: All teachers will have received written feedback on their teaching practice at least three times. 80% of teachers will have moved up one level in at least one of the three indicators.

End-year: All teachers will have received feedback on their teaching practice at least five times (more for U-performing teachers and probationers). 80% will have moved up one level in at least two of the three indicators. All teachers will have compiled a professional practice goals portfolio with evidence that connects their practice to the Danielson framework and student growth. Either direct supervisor or critical friend will have written a mid-year and end-year letter that summarizes progress.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title I SWP funds will be used to pay for professional development workshops at Teachers College Columbia University and RFC City College to help teachers to improve one category in at least two of four competencies from Charlotte Danielson's Framework for Teaching.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

See explanation under 'Major Recommendation' for Goal #1.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

We will create coordinated interventions for at least 60 students. These interventions will lead to improvements in the targeted behavior in at least 50% of cases.

Instructional strategies/activities

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

We will hire an Assistant Principal of Student Interventions and Community Engagement to ensure that we meet this goal.

The deans of students will lead a workshop during staff orientation to introduce the intervention manual and trackers. The ELL coordinator will a lead workshop on accessing NYSESLAT data and implementing strategies for making content accessible to ELLs. The special education team will lead a workshop on SESIS and universal design for learning. All of these workshops will introduce the tools and resources in our online staff handbook.

Our interdisciplinary teams will meet weekly to create and track interventions for shared students. These 'pods' will align their work with the evaluation process including the process of conducting Functional Behavior Assessments and creating Behavior Intervention Plans.

The dean of each college will monitor the intervention trackers and conduct weekly classroom observations to collect data on individual students, ensure that interventions are being implemented with fidelity, and support the teachers in establishing a positive classroom culture.

A team of special education teacher leaders and our community associate for special needs will meet weekly to create school-wide structures for improving the writing and implementation of IEPs. This team will lead monthly meetings with all special education teachers to review the resources in the IEP handbook.

Mid-year: Our entire staff will regularly access the intervention manual to ensure that they are using setting students up for success and making respectful corrections. The deans will have established and follow a weekly schedule that includes regular classroom observations and support. Each college will have identified 2-5 students who require a BIP and/or IEP and work with the parents/SBST to create a plan. Each college will have created interventions for at least 10 students and implement them with fidelity across content areas.

End-year: Each college will be implementing the BIPs for all students. Each college will have created and implemented behavior and/or academic interventions with at least 20 students leading to a substantial improvement in the targeted behavior in at least 50% of the students. These improvements will lead to higher grades and conducts codes from marking period one to three.

Budget and resource 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

Title IA

Title IIA

Title III

Set Aside

Grants

Other-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). Title I SWP funds will pay for the monthly visits of Cassandra Bond who has helped the school create its climate and culture philosophy and put those ideas into action. The deans, special education teachers and the community associate for special needs are funded with tax levy allocations.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

See explanation under 'Major Recommendation' for Goal #1.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

We will use the school environment and online tools to communicate our college theme, community events, and student information with families. Attendance at community events will increase by 5% and at least 20% of families will access student information online.

Strategies to increase parental involvement and engagement

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

We will host an open school night in September to introduce the college theme, build relationships between staff and families, and give parents log in information for our online grading system Engrade. Teachers log grades, post assignments and assign conduct grades in the Engrade system. Students use advisory periods and their smartphones/internet at home to access their progress and course assignments. Our two parent coordinators provide one-on-one training to families and access to computers.

We are creating a welcoming school environment focused on student voice and college readiness through Publicolor and our Multiple Intelligence Team. Publicolor is engaging a student paint club in learning color theory, choosing paint colors for our hallways and doors, and then facilitating a community-wide vote on final colors. The Multiple Intelligence Team consists of our visual and performing arts teachers. They are posting student poetry and painting in the hallways alongside college banners, "Masters" and "PhD" certificates for honor roll students, and photographs of students "on the path to college." These visual changes send the message that this is a student-centered space dedicated to academic achievement and welcoming to all community members.

We partnered with our co-located school, M.S. 323, and Partnership for Student Advocacy to form a Community Advisory Council. This council consists of UFT leaders, parent leaders, local politicians, student government representatives, and local businesses. The purpose of the council is to engage multiple community members in surfacing concerns, identifying and acquiring resources, and continuing the improvement trajectory of both schools.

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-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).

Engrade and Publicolor are paid with tax levy funds. Our Parent Coordinators are funded with various tax levy funds.

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	Wilson Reading System, Achieve 3000,	Small Group	Before and After School
Mathematics	'Mathletes' based on Kaplan Skills and Strategies	Small Group	Before
Science	Non-fiction Reading Comprehension program based on Stephanie Harvey's Strategies that Work	Small Group	Before
Social Studies	Non-fiction Reading Comprehension program based on Stephanie Harvey's Strategies that Work	Small Group	Before
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	Data-Driven Behaviorally-based counseling aligned to teacher team	Small Group and One-on-One	Pull-out and Push-in supports during the day

Worker, etc.)	intervention trackers.		
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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.

M.S. 22 collaborates with the following offices and universities to **recruit** highly-qualified teachers into our learning community:

- Teaching Residency for School Turnaround
- NYC Office of Teacher Quality and Recruitment
- NYC Teaching Fellows program
- Teachers College Columbia University
- NYCDOE Absence Teacher Reserve

We **retain** high-performing teachers through the following strategies:

- Leadership opportunities such as special education, department ,and pod (interdisciplinary team) leads
- Opportunities to increase pay through lead teacher program, after school programs, and team meetings
- Resources such as laptops, SMARTboards, books, and software
- Built-in planning time with co-teachers, departments, and grade-level teams
- Removing ineffective teachers from their team

We provide high-quality **professional development** through the following partnerships:

- Teachers College Reading and Writing Project
- Educators for Social Responsibility
- Math in the City
- Urban Advantage
- Fordham University NYS/NYC Regional Bilingual/ESL Resource Network
- FHI-360 School Support Organization

All of our professional development follows our beliefs about adult learning:

- We believe in naming specific strategies that all staff commits to practicing to proficiency.
- We believe in assessing the prior knowledge of adults and the current performance of students in order to tailor our learning to be relevant and timely.
- We believe in establishing collegial guides to provide models and support throughout the process.
- We believe that initiatives must be aligned and fit into or replace existing structures and expectations.
- We believe that the majority of meeting time is best spent designing effective instruction based on the analysis of current student data.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Calvin Hasting	District 09	Borough Bronx	School Number 022
School Name Jordan L. Mott			

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

Principal Linda Rosenbury	Assistant Principal Lynne Bourke-Johnson
Coach Esteban David	Coach Rachel Feinberg
ESL Teacher Miriam Tropp	Guidance Counselor Senieda Sosa
Teacher/Subject Area Veronica Cedillo/ESL	Parent Doreen Burke
Teacher/Subject Area Kinnon McCall/ELL	Parent Coordinator Yaditza Rodriguez
Related Service Provider Janet Torres	Other type here
Network Leader Calvin Hastings	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	661	Total Number of ELLs	194	ELLs as share of total student population (%)	29.35%
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Part II: ELL Identification Process

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

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

1. MS22 follows the state guidelines for the identification and classification of ELLs in our school. Step number one consists of the first screening - the administration of the HLIS including an informal oral interview in English and the native language. The HLIS is administered by Myrta Rivera, the family worker. After the informal oral interview, it is determined whether or not the child speaks little or no English, or is English proficient. Based on these observations, the children who demonstrate proficiency in a language other than English and speaks little or no English move on to step number two. Step number two of the ELL identification process consists of the administration of the LAB-R which occurs within 10 days of the students admit date. The LAB-R is administered by our ELL Coordinator, Kinnon McCall, who is a licensed common branch teacher with a bilingual extension and has been trained in the LAB-R administration. The LAB-R is scored in school before answer documents are returned to BOA. If the student scores Proficient on the LAB-R, the ELL identification process is halted, and the student enters a general education program. If the student scores Beginner, Intermediate, or Advanced on the LAB-R, we move to step three which is Program Placement (to be discussed further in question two below). Additionally, if the student is from a Spanish speaking background, the ELL coordinator administers the Spanish LAB along with the LAB-R. The final step of this process is the Annual Assessment which occurs in the spring when we administer the NYSESLAT to all ELLs. The ELL coordinator ensures that all ELLs receive the NYSESLAT annually by using ATS reports to determine eligibility. All four modalities of NYSESLAT are administered during the testing window. ESL teachers administer speaking portion of the NYSESLAT individually to all ELLs. We administer the other three modalities to all ELLs over a three day period (school is under testing conditions) and continue make-ups for the entire testing window to ensure that all ELLs take every part of the NYSESLAT.

2. Parents of ELLs are given numerous opportunities to learn about the three program choices available for their children. Kinnon McCall, the ELL Coordinator, and Yaditza Rodriguez, the Parent Coordinator, are available to show parents the program choice video, which is available in a number of languages. After a one-on-one or group viewing of the video, parents are invited to ask questions about each program to the aforementioned people. After Ms. McCall and Ms. Rodriguez have sufficiently answered parent concerns and questions, the program choice form is available to them in their native language. Parents of incoming 6th grade ELLs are shown the parent choice video during new parent orientation. All other parents of ELLs are offered the opportunity to view the video and fill out the form during academy parent orientations in September. We call all parents of ELLs, send letters home, and speak with parents of ELLs about the program choices at parent events throughout the year, and whenever they visit the building.

3. The ELL Coordinator distributes all Entitlement letters at the beginning of the year to all ELLs (whether it be continued-entitlement or non-entitlement letters) which are kept on record in the ELL coordinator/Parent coordinator's office. Parent Survey and Program Selection forms are done on location at the school and in person to ensure that they are promptly returned.

4. The placement of ELLs at MS22 relies primarily on the Program Selection forms filled out by parents and by conversations with parents in their native languages, along with classroom seating availability. Parental notification letters are given to parents for program selection. The parents are invited to a meeting where the programs are explained by the parent coordinator, Ms. Rodriguez and Ms.

McCall, the ELL Coordinator. Brochures, videos and other resources are available for parents at any time. During the registration period, parents are invited to attend the information sessions. The Parent Survey and Program selection and entitlement letters are given to parents and collected by classroom teachers. If a form is not received by the indicated date and the child is a Spanish-speaking ELL, the child will be placed in the TBE program.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is the TBE program. Hispanic students new to the country are placed on the TBE program as per parental choice. Our numbers show that parents of new ELLs speaking native languages other than Spanish choose to put their children in Freestanding ESL programs. All 5 students in our school who are non-English and non-Spanish native speakers are enrolled in the Freestanding ESL program.

6. The programs offered at MS22 sufficiently fulfill the program requests of our parents.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							18	17	5					40
Dual Language <small>(50%:50%)</small>							12	12	15					39
Freestanding ESL														
Self-Contained							2	7	7					16
Push-In							33	40	26					99
Total	0	0	0	0	0	0	65	76	53	0	0	0	0	194

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	194	Newcomers (ELLs receiving service 0-3 years)	70
SIFE	30	ELLs receiving service 4-6 years	72
		Special Education	44
		Long-Term (completed 6 years)	52

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	39	15	0	1	0	0	0	0	0	40
Dual Language	13	3	0	13	3	0	13	0	1	39
ESL	18	5	6	58	4	20	39	0	17	115
Total	70	23	6	72	7	20	52	0	18	194

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							18	17	5					40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	18	17	5	0	0	0	0	40

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													12	16	12	18	15	5	39	39
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	12	16	12	18	15	5	39	39

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 78

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 39

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							33	40	30					103
Chinese														0
Russian														0
Bengali							1		1					2
Urdu														0
Arabic								1						1
Haitian									1					1
French							1	2						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								4	1					5
TOTAL	0	0	0	0	0	0	35	47	33	0	0	0	0	115

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?

PROGRAMMING AND SCHEDULING INFORMATION

1&3) Identified LEP students are placed in a program based on the parent survey and parent selection form. The following programs are offered:

- a. Transitional Bilingual Education (TBE) – The goal of the TBE is to attain English language proficiency and academic skills within three years; to provide grade-level academic work in the student’s native language: to enable students to maintain academic progress while developing English proficiency: and to provide instruction in two(2) languages: English and the native language (Spanish). The TBE program caters only to ELLs who are Beginner and Intermediate on the NYSESLAT and who have been in the country for less than three years. We only have Spanish TBE classes.
- b. Dual Language – The dual language model is designed to provide all students, ELLs and English Proficient students, with an academically rigorous curriculum in both languages that will enable them to meet or exceed New York State and City Standards. The dual language program consists of ELLs who are Intermediate or Advanced on the NYSESLAT, as well as English Proficient students.
- c. Free-standing ESL – Students in Free-standing ESL program receive all instruction in English using ESL methodologies for a specific amount of time as determined by their NYSESLAT scores. The language proficiency levels are beginning, intermediate and advanced. Students at the beginning level and intermediate level receive 360 minutes of ESL instruction and students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. Native language supports are provided to ELLs in FS-ESL by their ESL teachers including dictionaries, translation, and graphic organizers in their native language. Additionally, ESL teachers follow a push-in model in order to provide content area support for ELLs.

2) The staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, ESL) through professional development and availability of data on ARIS. Each staff member is provided with a laptop computer to

A. Programming and Scheduling Information

access data for their students. ESL, ELA, and NLA instructional minutes are delivered in each program model as per the NYS CR Part 154.

The content area in the TBE program is delivered in Spanish and in the Free-standing program it is offered in English using ESL methodology. The Dual Language program delivers content areas in English. The staff in the TBE differentiates instruction in order to meet the required performance standards for the native language arts (NLA) (Spanish), ELA and ESL.

4) Students in the TBE/DL programs are diagnosed in their native language by the NLA teacher. The NLA curriculum mirrors our school's work with TCRWP and each unit has a writing assessment as well as running records. The NYC Department of Education administers the Exam de Lectura en Espanol (ELE) to students in TBE and DL. In addition, our Native Language teacher conducts ongoing assessments such as baselines, conferences, and teacher tests to measure Spanish proficiency of our students.

5) Staff utilizes data from the NYSESLAT, LAB-R, and ELE to create instructional units that support the academic language development of each student. M.S. 22 has 30 Students with Interrupted Formal Education (SIFE) who receive additional support services to assist them in achieving grade level literacy levels in their native language, while assisting in the English acquisition process. SIFE students receive extended day instruction. There are 70 ELLs in school for less than three years (newcomers) who receive services from co- teachers to assist with differentiated instruction. They are also be offered the extended day and Saturday Academy. Newcomer ELLs who have been identified by their teachers and the ELL coordinator as needing extra support are offered services through our "Beginner Group" with a licensed ESL teacher five times a week. There are 72 ELLs receiving service for 4-6 years. They are invited to attend the extended day program and the Saturday Academy. There are 52 Long term ELLS who have been receiving services for more than six years. They receive support services, extended day, and Saturday Academy.

6) ELLs identified as having special needs will receive support services and provided effective instruction as per the IEPs. The ELL students in these subgroups are also offered after school programs four days a week for academic instruction and enrichment programs. The school works in collaboration with the community based organization LEAP to provide language-rich extra-curricular activities to the students.

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

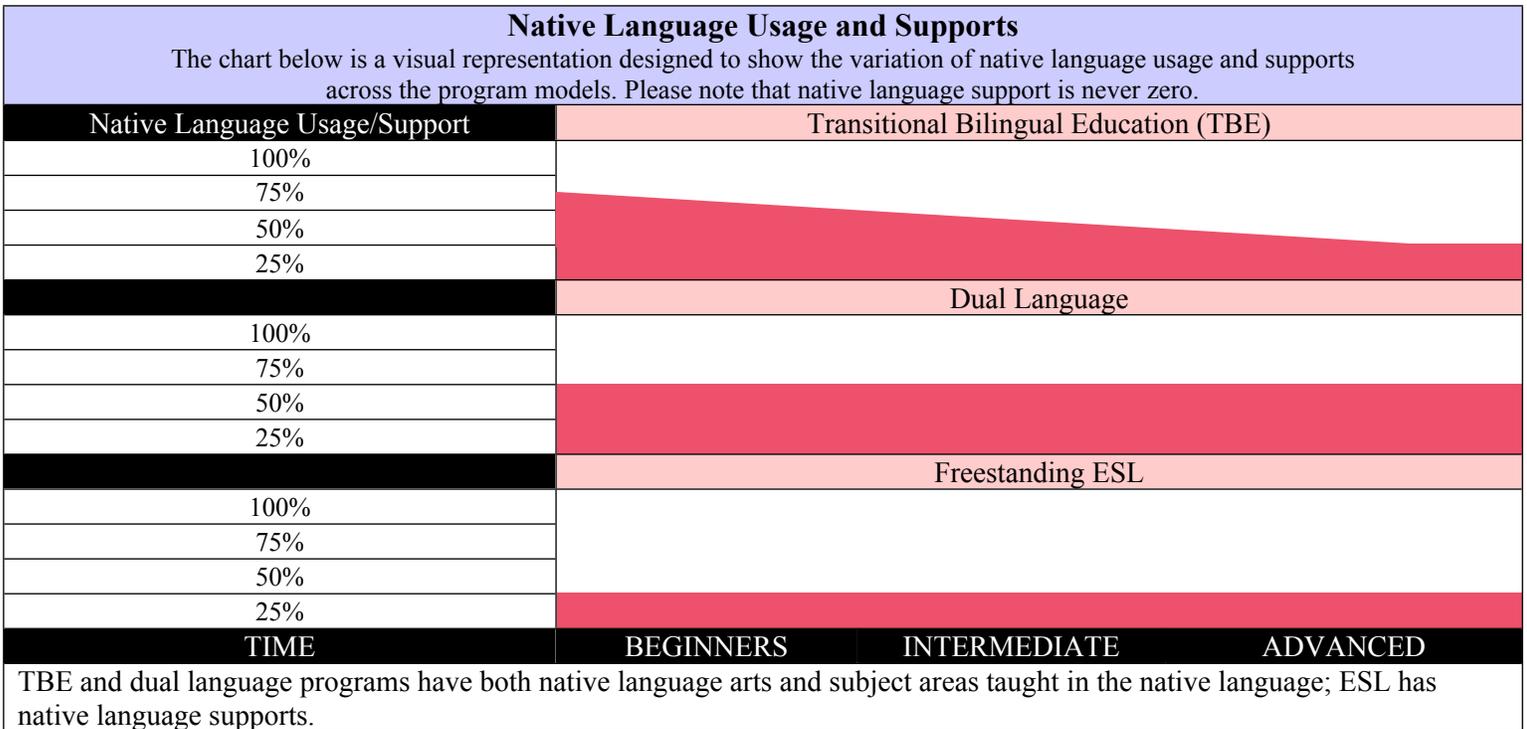
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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



B. Programming and Scheduling Information--Continued

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

8) ELL Saturday Academy: Students in grades 6-8 are serviced for a period of six Saturdays from February to April. Each class will have 20 students per class to address ELA, ESL, Math, Science, and Social studies. The Saturday Academy is offered to ELL students to enhance their language proficiency and to further prepare students for the NYSESLAT. The four modalities are used in the implementation of this program: speaking, listening, reading and writing. The materials used are "NYSESLAT and Beyond." Students are provided with many opportunities to use language in different contexts. Vocabulary development is emphasized and native language support is provided by teachers with ESL and bilingual licenses. Additionally, all ELL students attend our EMAP program (early morning academic program) where they receive targeted instruction in non-fiction reading strategies with a 10:1 student to teacher ratio.

9) We provide continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For two years we invite them to Saturday Academy and provide ESL support. Instructional materials and technology to support ELLs are Destination Math, Smartboards, laptop notebooks, and leveled libraries.

10 & 11) This year we will expand the leveled libraries in English and build leveled libraries in Spanish with the support of the Teachers College Reading and Writing Project (TCRWP). Required services, support, and resources correspond to ELL's ages and grade levels. We have a bilingual and dual language class on each grade. Parents of ELLs are invited to parent orientation sessions to introduce them to the school environment and select the appropriate program for their children. No programs/services for ELLs will be discontinued in the coming school year. During the school year 2011-2012, MS22 hired a fulltime ELL Coordinator in order to provide professional development to teachers of ELLs as well as support for students. We launched a new PD Cycle with the ELL Coordinator that consists of three 8-week cycles of mentoring teachers of ELLs throughout the course of the year. During these cycles, teachers receive professional development on incorporating targeted strategies for ELLs as well as push-in support from the ELL Coordinator.

12) ELLs at MS22 are offered equal access to all school programs. Included in these programs are our early morning academic program (EMAP) and our extended day after school program. ELLs are invited to and fully participate in these programs.

13) We use a number of instructional materials to support our ELLs. We have leveled libraries in each classroom and for our TBE classroom these focus on student reading levels A-K. Additionally the NLA classrooms have leveled libraries in Spanish to support the native language. All ESL teachers have Spanish-English dictionaries. We use a number of technological resources all housed under the Office of ELLs Learning Village. This program provides ELLs and their teachers with access to Destination Math, Destination Reading, Journeys Leveled Readers, Storytown, Storytown Intervention, Graphic Organizers (in English and Spanish), Science Builder, Social Studies content and many more. All aforementioned programs are available in English and Spanish to provide native language support as well as English instruction.

14) Native language support is delivered in each program model. In the TBE program, native language support is delivered through appropriate periods of NLA instruction, as well as in the content areas. In DL program, the native language support is provided by content area teachers as well as NLA instruction. In FS-ESL program, native language support is provided by the ESL teachers.

15) Required services and supports correspond to ELL's age and grade level. We specifically find books for ELLs that are on their reading level but also their interest level. ELLs follow standard grade-level curriculum in all content areas.

16) Newly enrolled ELLs and their families are invited to orientation at MS22 before the school year starts. Orientation includes meeting the principal, the parent coordinator, and other students. Families are given the opportunity to ask questions and hear about the different programs available to their children. Translation support is available.

17) We offer Spanish as an elective to ELLs.

C. Schools with Dual Language Programs

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

1) In our dual language program we use 85% English and 15% Spanish. T

2) ELLs and EPs are integrated for the entire day. All content areas are integrated. They receive all content area in English and one period of Spanish daily. English is the language of instruction and Spanish is provided for one period a day, or a content area is provided in the native language one period a day.

3) Our school day is separated into 8 instructional periods of 45 minutes each. Students in the Dual Language program receive Reading & Writing in English, Math in English, and Science in English (consisting of 6 periods). Students receive one period of NLA per day.

4) The Dual Language model used is self-contained.

5) The dual language model used is self contained. The emergent literacy is taught in English.

D. Professional Development and Support for School Staff

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

1) ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains content area teachers and APs in current ESL strategies and methodologies for first and second language acquisition. The Teachers College Staff Developer is in the building for PD days during the 2011-2012 school year on November 9th, December 22nd, January 27th, February 3rd, April 30th, May 18th, June 11th, and June 14th. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared with the entire community (Principal, APs, all teachers of ELLs) to support growth and development of the teaching faculty. ESL /Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques for teaching vocabulary. Additionally, the ELL coordinator will conduct eight-week mentorships with teachers of ELLs to help them implement strategies in the classroom that are best practices for improving ELL academic achievement. The use of Teachscape will enable the ELL coordinator and teachers of ELLs to reflect on their practice and have a lasting impact on instruction.

2) All staff is trained and supported by school leadership and guidance counselors to assist ELLs as they transition from one school level to another. Our 8th grade ELLs meet with guidance counselors and teachers to go over specific promotional criteria and for extra support before they move to highschool. All of our guidance counselors are bilingual and meet with ELLs and their parents to provide strategies for the highschool process and transition.

3) All staff (assisstant principals, bilingual/ESL coordinators, common branches teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, secretaries, parent coordinators) received the 7.5 hours of ELL training on our day long PD on November 8th, 2011.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) M.S. 22 hired a Spanish-speaking parent coordinator who translates all written publications that are sent out from the school. Many parents and teachers have volunteered to help with written translation when the parent coordinator is not available. We distribute a family handbook in both English and Spanish. We have provided parents with a translated Bill of Parents Rights and Responsibilities. We have the translation signs prominently posted in the main office. To ensure that all parents are provided with appropriate and timely information in a language they can understand, Middle School 22 has made it a priority to make sure that there is always a staff member or parent volunteer available the entire school day for translation purposes. Also, our school messenger service goes out to all parents in both English and Spanish. Parental involvement activities include PTA meetings once a month, field trips for parents with their students, and volunteer opportunities.

2) Parents are also invited to participate in Teachers College workshops where they learn how to support reading at home as well as helping their ELL children transition to high school. Translation services are available through our Parent Coordinator at these workshops.

3) We use the Home Language survey to determine the language needs of our parents. Additionally, the PTA gives surveys during meetings about feedback and concerns - choosing topics to cover at the following meeting. Our parent coordinator is always available for parents to come in and speak with to express concerns and ask questions - both in English and Spanish.

4) Based on parent feedback and needs, we structure our PTA meetings and workshops around what the parents request.

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	16	12					47
Intermediate(I)							20	24	22					66
Advanced (A)							26	36	19					81
Total	0	0	0	0	0	0	65	76	53	0	0	0	0	194

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							7	3	4				
	I							7	15	4				
	A							36	43	24				
	P							12	14	19				
READING/ WRITING	B							16	16	11				
	I							20	25	20				
	A							24	29	19				
	P							3	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	14	3		54
7	50	22	1		73
8	28	17	0		45
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	20	6	15	10	6	3	1	2	63
7	23	1	35	0	15	0	2	0	76
8	28	0	1	1	1	0	0	0	31
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1) The assessment tool our school uses to assess early literacy skills is the TCRWP. Students are given independent reading books at their independent reading level as per TC assessments in order for students to make progress. The assessments indicated that our ELLs range from levels A-P (mainly newcomers) with the majority of ELLs with 4-6 years in the country falling in J-L. We purchased books at these levels.

2&3) The overall NYSESLAT Proficiency data tells us that 24% of our students are Beginners, 35% are Intermediate, and 42% are Advanced. It must also be noted that throughout the academic year, students are admitted into our school at all three grade levels. The results show that our sixth graders had the highest percentage of students scoring at the Beginner level, our seventh graders had the highest percentage scoring at the Intermediate level, and eighth graders had the highest percentage scoring in the Advanced level. This data makes sense and reflects language acquisition over time - the older our students get the more mastery they show of the English Language. This is also a change from last year where our eighth graders showed the least amount of students scoring on the advanced level. I think this supports our incorporation of TCRWP. Once again, the NYSESLAT Modality data shows us that overwhelmingly, our students are Advanced and Proficient on the Listening/Speaking portion of the NYSESLAT, but still remain on the Beginner through Advanced scale for Reading/Writing.

Writing has been identified as the weakest modality in the NYSESLAT. Therefore writing is an integral part of the students' day in all areas. With the implementation of a curriculum that emphasizes the English language in all subject areas, ELLs are provided multiple opportunities to learn English. Teachers in all subject areas become to some degree, English literacy teachers. Students are expected to read and write everyday in every subject. Additionally, our implementation of the TC assessments and curriculum established a Writer's Workshop that all students participate in everyday. There has been professional development in content-area common planning time about how to incorporate writing into all subjects, not just ELA. For example, our Math Inquiry work during the year 2010-2011 focused on improving the writing of ELLs using a student friendly rubric for extended response questions. Additionally, NLA teachers in TBE and DL follow the Workshop model and provide support and challenges in the students' native language. Strong literacy and fluency in the students' native language will support the acquisition of the second language. ELLs receive push-in or pull-out services (only newcomers not placed in TBE program) to meet any specific needs. After-school programs also provide ELLs with opportunities to continue their language development. Teachers use the ACUITY and ARIS systems to examine data throughout the year. The data from these assessments, along with data generated from other exams, is reviewed and used throughout the academic year to differentiate instruction for our ELLs. On the NYS ELA exam, every ELL in our school (regardless of program placement) except for four students scored either a 1 or a 2. This test was administered in English. On the NYS Math exam, there are no outstanding discrepancies between students who took it in English and their Native Language. It is of note that two 6th Grade ELLs scored a 4 in their native language.

4. In our Freestanding ESL program, most students scored an Advanced on the NYSESLAT across grade levels. This also happens to correlate to their years in the country. In our DL program, most students scored either Intermediate or Advanced (a few students with less than four years are still considered beginners). In the TBE program, all of our students have less than four years and they are all considered Beginner or Intermediate on the NYSESLAT. In terms of students faring in tests taken in English as compared to the native language - two 6th grade ELLs scored a 4 in their native language on the NYS Math exam in the TBE program. These students came into the United States on grade level in the content area in their native language so it behooved them to take it in their native language. In the TBE program, students took the exam in their native language and scores ranged from 1 - 4 on the NYS math exam. Periodic Assessment data is used to plan and group students according to their language proficiency and language used. At times, students are paired so that one student is more proficient in English than the other. Baseline assessments are conducted in the native language to determine what structures and strategies are needed to assist students in transferring prior knowledge. This year, we are administering Running Records in NLA-Spanish to our TBE and DL students in order to mirror the work in ELA with TCRWP.

5. In Dual Language Programs the EP students are assessed in Spanish by the ELE. The level of language proficiency in the second language for EPs is emergent. EPs in the DL program are performing comparably to EPs in other programs on State and City Assessments.

6) The success of the programs for ELLs are evaluated by state exams and the NYSESLAT. The main goal of middle school 22 is to become a student-centered learning community. It is no less important in the ELL community where the language acquisition is better addressed if the students are performing the “Work.” Additionally we continue last year’s focus of using data to inform instruction. Consequently, the data provided by ACUITY Predictive Assessments and the ELL Interim Assessment help to provide data which to a very large extent determines how teachers differentiate instruction. The data helps us group students based on their performance in each of the four modalities, and provide targeted instruction to small groups.

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.

Part VI: LAP Assurances

School Name: Jordan L. Mott

School DBN: 09x022

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Rosenbury	Principal		10/14/11
Lynne Bourke-Johnson	Assistant Principal		10/14/11
Yaditza Rodriguez	Parent Coordinator		10/14/11
Miriam Tropp	ESL Teacher		10/14/11
Doreen Burke	Parent		10/14/11

School Name: Jordan L. Mott

School DBN: 09x022

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Veronica Cedillo/ESL	Teacher/Subject Area		10/14/11
Kinnon McCall/ELL	Teacher/Subject Area		10/14/11
Rachel Feinberg	Coach		10/14/11
Esteban David	Coach		10/14/11
Seneida Sosa	Guidance Counselor		10/14/11
Calvin Hastings	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x022 **School Name:** Jordan L. Mott

Cluster: 5 **Network:** FHI360

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Out of our 194 ELLs, 182 are native Spanish speakers. We use both the HLIS, informal interviews with parents, and the program placement process to determine the written translation and oral interpretation needs. We maintain a record of all parents' primary languages in ATS and on students' blue cards.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of our school's written translation and oral interpretation needs were that our parents (even those parents whose students are not ELLs) predominantly require Spanish written and oral translation. We have a small number of parents who require other language translation. It was communicated to the school community that there are numerous resources available for staff to utilize in communication with families on the DOE website. We also gave professional development on the use of online translation tools, as well as provided the community with access to the NYC DOE's translation and interpretation phone number.

Part B: Strategies and Activities

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

All family documents and school announcements (Parent/Teacher questions, calendars, meetings resources) are translated into Spanish by the parent coordinator and ELL coordinator. We translate into other languages based on parent needs using an outside vendor, parent volunteers, or online systems.

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.

Oral interpretation services are provided on a daily basis for Spanish-speaking parents by our main office staff, our parent coordinator, and ELL coordinator (all fluent in Spanish). For parent meetings, the parent coordinator or a parent volunteer translates into Spanish. For our SLT meetings, we either use the parent coordinator or an outside contractor. Additionally, our home messaging service sends voicemails home about important dates and announcements in the school to all families in both English and Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The parent coordinator provided the Parent Bill of Rights to all parents in their respective native language. Signs are posted in parents' primary languages directing them to a staff member for interpretation services.

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: MS22	DBN: 09X022
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 150
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: 10
of certified ESL/Bilingual teachers: 3
of content area teachers: 7

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III supplemental program for ELLs consists of an afterschool program every Monday and Wednesday for the entire year. This will include preparation for NYS ELA, NYS Math, and NYSESLAT exams. We will service all ELLs during afterschool programs, as they are mandatory for 6th graders, and 7th & 8th graders are strongly encouraged to attend. Afterschool (also referred to as Period 8) will be from 3:00pm - 5:15pm on designated days. During this time, ELLs will be divided into groups by grade level and spend half the time on ELA and NYSESLAT work, and the other half on Math preparation. The language of instruction will be English in ELA and NYSESLAT, and in the native language for Math for students in TBE and DL programs. Included in the specialized programs during Period 8 are: Achieve 3000, English 3D, NYSESLAT Prep (NYSESLAT and Beyond books, Heinle Picture Dictionaries/workbooks).

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: ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains teachers in current ESL strategies and methodologies for first and second language acquisition. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. ESL/Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques for teaching vocabulary. Additionally, the ELL coordinator conducted a staff-wide PD based on the ELL handbook including areas of focus for ELLs at MS22 and learning environment checklists. The use of Teachboost will enable the ELL coordinator and teachers of ELLs to reflect on their practice and have a lasting impact on instruction.

Part D: Parental Engagement Activities

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: For parents of ELLs we offer numerous open-school nights that parents are invited to throughout the course of the year. Invitations are in English and Spanish and other home languages of students. Parent coordinators and teachers are available for translation on open school nights. The open-school nights each have a departmental focus: Math, ELA, Social Studies, and Science. Food is provided. The open school nights occur once every other month, run from 5pm-7pm and teacher volunteers run the activities. These open school nights offer parents an opportunity to get to know the school, teachers, and what their children are learning in school in a language they understand. Our second important Parental Engagement activity is a free afterschool GED/ESL class for the parents in our community who do not speak English as a native language. We plan to hire one qualified teacher to instruct these courses to parents who enroll twice a week during the school year. Invitations will be mailed to all parents in their native language with a description of the course.

Part E: Budget

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

Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$21,064	-20 sessions of 2 hours each @ \$49.89. 10 teachers -20 sessions of 2 hours each @ \$27.72. 1 paraprofessional to support special education students.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$0	n/a
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 	\$2,664	- Leveled books from Lee and Low. The Lee and Low books provide English Language Learners with books matched to their reading levels as well as a chance to see themselves in their books as they read. Lee and Low provides read-aloud texts and independent reading books with

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$23728

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		diverse characters who have many of the same experiences our English Language Learners have which keep our students engaged. -Heinle Picture Dictionaries and student workbooks to support TBE classes.
Educational Software (Object Code 199)	\$0	n/a
Travel	\$0	n/a
Other	\$0	n/a
TOTAL	\$23,728	