



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** THE EDWARD R. BYRNE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X101

PRINCIPAL: JARED ROSOFF, I.A.

EMAIL: [JROSOFF@SCHOOLS.NYC.GOV](mailto:JROSOFF@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **TIMOTHY BEHR**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jared Rosoff	*Principal or Designee	
Lauren Gonnella	*UFT Chapter Leader or Designee	
Monique Aulet	*PA/PTA President or Designated Co-President	
N/A	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	
Gina Giannone	Member/ 8 <sup>th</sup> Grade Teacher	
Leigh Wishney	Member/ 7 <sup>th</sup> Grade Teacher	
Daniel Wolf	Member/ 6 <sup>th</sup> Grade Teacher	
Amanda Lacmanen	Member/ 8 <sup>th</sup> Grade Parent	
Darlene Huertas	Member/ 7 <sup>th</sup> Grade Parent	
Georgina Cyrillien	Member/ 6 <sup>th</sup> Grade Parent	
Greg Savitz	Member/ Title 1 Representative	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

The median adjusted growth percentile for students in the lowest third in math will increase 5% in 2012/2013 as compared to the 2011/2012 progress report.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

An analysis of the 2012 New York State Math Standardized Assessment revealed that the median adjusted growth percentile for students in the school lowest third in mathematics has only increased 2% from 54.5% in 2010/2011 to 56.5 in 2011/2012. In addition the schools Progress Report decreased from a B in 2010/2011 (43.8) to a C (51.3) in school year 2011/2012. The school received "well developed" on the Quality Review and has a state accountability status (NCLB) of "In Good Standing" for the 2011/2012 school year. On the 2011/2012 Progress Report, the school received an A (16.9 out of 25) on the Performance grade and a C (22.6 out of 60) on the Progress grade. On the Learning Environment Survey the school scored a (10.1 out of 15) including an 8.0 out of 10 for Engagement and a 7.7 out of 10 in Communication.

### **Instructional strategies/activities**

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

The Math Department meets weekly at the Professional Learning Team meeting. An analysis of the alignment of the school's curriculum compared to student performance on summative and formative assessments clearly revealed student subgroups. This data is analyzed and trends and patterns are identified by the math teachers. Targeted assessment ranges will be developed that correlates to each student's summative performance. Data and student work will be reviewed and analyzed weekly in order to determine how students are thinking and applying math to real life situations as well as how successful the team is implementing Common Core Learning Standards based on the consensus maps that were developed in June 2012. The department decided to use a research-based cohesive framework that encompasses what teachers can do inside and outside of school that will impact student learning and performance on the New York State assessments. In addition the Math department has designed a protocol for looking at student work.

Using this inquiry approach, teachers will use a weekly evaluation tool in order to determine their teacher effectiveness and its alignment to student performance. This opportunity affords teachers the opportunity to be part of the decision-making process regarding academic assessments and its alignment to the effectiveness of the strategies/activities. Teachers will analyze how successful they were in executing their lessons by examining student work as evidence of achieving the goal/purpose. The goal is for students in the lowest third to meet the targeted benchmark on weekly assessments. Student performance on weekly assessments will serve as an indicator/predictor on how well they will perform on their post unit exams that will be administered every 6-8 weeks depending on the length of the unit.

Based on the results of the weekly analysis, interventions will be established to strengthen teacher practice such as identifying a specific focus for teachers, as

well as having coaches, administrators and other teachers conduct demonstration lessons. Administrators will conduct informal snap shots of lessons using a modified checklist designed as a tool to offer timely feedback.

In addition the Math Department has created a consensus map for the school year 2012/2013 that contains by unit the CCLS standard, skill, resources, interim assessment and culminating assessment. Each math teacher will create a spreadsheet for their lowest third. They will track student performance based on every quiz and test. A minimum of 6 quizzes will be administered per unit of study; and one post unit exam will be administered per unit of study. The teachers will be able to evaluate student performance every six to eight weeks, and set their next learning steps in order to improve student outcomes.

The programmer scheduled additional math teaching periods for all math teachers. The Math Coach works in eight week cycles to assist individual teachers, as well as help them plan and create Universal Design for Learning (UDL) activities so that all learners may access the curriculum using different modalities.

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

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

The Parent Coordinator sent out a Parent Needs Assessment in September 2012 to all MS 101 families. She has collected and analyzed the results with the goal of setting up workshops and programs that meet the needs of the MS 101 parents which will lead to increased parent involvement in the school. In addition the Parent Coordinator will work cooperatively and collaboratively with the Title 1 Representative, School Leadership Team, PTA Executive Board, the Guidance Counselor and Teachers to facilitate monthly parent workshops. Topics include Math and the New Common Core Learning Standards, ELA and the New Common Core Standards, High School Articulation and Bullying. Parents will have the opportunity to come and learn how to best support their children socially and academically.

M.S. 101 will provide materials and training to help parents work with their children to improve achievement levels by utilizing Title 1 sponsored Parent Workshops, monthly Parent Teacher Association Meetings, monthly School Leadership Team Meetings and open and ongoing communication with parents via Jupiter Grades, the online grade book. By establishing a relationship with the parents whereby open communication and support is of utmost importance, parents become involved in the planning and decision making process of their child's education. This online tool provides opportunities for parents and teachers to communicate via email in a timely manner. Another important communicate tool is our school messenger whereby parents can receive automated messages from individual teachers and or the school. In addition the MS 101 website contains critical information for parents including teacher/faculty email address and contact information, school calendar, curriculum guides and student/parent resources.

The Administrative Team has an open door policy, and parents are always welcome and invited to come into the school to discuss any problems or concerns they may have. This includes weekly emails to the parents from the Principal outlining the week ahead for the students so that parents can be prepared as well as the students for school activities and events for the coming week. In addition the Principal has monthly breakfasts with the parents which allows for parents to ask questions about school policy and/or curriculum in an open forum.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with the all students and their families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

In an effort to increase parent participation at the monthly PTA meetings the faculty, staff and parents have decided to have student performances as well as an attendance and academic awards ceremony.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

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

Federal, State and local services supported under NCLB are being coordinated with the Parent Coordinator, School Leadership Team, the Parent Teacher Association Executive Board and teachers in order to ascertain the needs of the students. Ms. Wong, Parent Coordinator in consultation with Ms. Laura Leonard, Food Service Manager has established a nutrition committee whereby students are involved in decision making on new food items. They taste test and survey new products and then voice any comments or concerns they may have. This unique program has been influential in working with the Physical Education Teachers in learning about health and wellness. Students are making the mind and body connection whereby they are exercising more, understanding the human body and ultimately making healthier food choices. It is our goal to cut down on childhood obesity and diabetes via physical education and healthy choices.

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

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

### **Annual Goal #2**

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

By June 2013, all collaborative teacher teams will enhance our evolving school-wide coherent curriculum across the content areas as evidenced by consensus maps as well as two Units of study that will be aligned to the NYC Common Core Learning Standards (CCLS) in all academic content areas.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The teachers within each department created consensus maps prior to the beginning of the school year. Universal Design for Learning activities were included with the goal of each teacher creating a Unit of Study that is correlated to the consensus maps. Each Unit of Study is between 8 and 10 weeks.

### **Instructional strategies/activities**

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

The teachers at MS 101 created the two Units of Study and included open ended and essential questions including specific questions that are correlated to the units. The length of each unit is between 8 and 10 weeks in length. In order to facilitate this, the programmer scheduled common planning periods for teachers. Teachers meet at least one a week as a department at their Professional Learning Team Meeting. In addition they also meet two/three times a week to plan with their partners. The administration will conduct two formal and four informal classroom observations as evidence to evaluate the effectiveness of the Units of Study. In addition the administration will use the Framework for Teaching focusing on Domain 1c (Setting Instructional Outcomes); Domain 3b (Using Questioning & Discussion Techniques); Domain 3d (Using Assessment in Instruction) to assess the effectiveness of the goal when observing classroom teachers.

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

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

The Parent Coordinator sent out a Parent Needs Assessment in September 2012 to all MS 101 families. She has collected and analyzed the results with the goal of setting up workshops and programs that meet the needs of the MS 101 parents which will lead to increased parent involvement in the school. In addition

the Parent Coordinator will work cooperatively and collaboratively with the Title 1 Representative, School Leadership Team, PTA Executive Board, the Guidance Counselor and Teachers to facilitate monthly parent workshops. Topics include Math and the New Common Core Learning Standards, ELA and the New Common Core Standards, High School Articulation and Bullying. Parents will have the opportunity to come and learn how to best support their children socially and academically.

M.S. 101 will provide materials and training to help parents work with their children to improve achievement levels by utilizing Title 1 sponsored Parent Workshops, monthly Parent Teacher Association Meetings, monthly School Leadership Team Meetings and open and ongoing communication with parents via Jupiter Grades, the online grade book. By establishing a relationship with the parents whereby open communication and support is of utmost importance, parents become involved in the planning and decision making process of their child's education. This online tool provides opportunities for parents and teachers to communicate via email in a timely manner. Another important communicate tool is our school messenger whereby parents can receive automated messages from individual teachers and or the school. In addition the MS 101 website contains critical information for parents including teacher/faculty email address and contact information, school calendar, curriculum guides and student/parent resources.

The Administrative Team has an open door policy, and parents are always welcome and invited to come into the school to discuss any problems or concerns they may have. This includes weekly emails to the parents from the Principal outlining the week ahead for the students so that parents can be prepared as well as the students for school activities and events for the coming week. In addition the Principal has monthly breakfasts with the parents which allows for parents to ask questions about school policy and/or curriculum in an open forum.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with the all students and their families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

In an effort to increase parent participation at the monthly PTA meetings the faculty, staff and parents have decided to have student performances as well as an attendance and academic awards ceremony.

#### **Budget and resources alignment**

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

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

  X   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

#### **Service and program coordination**

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

Federal, State and local services supported under NCLB are being coordinated with the Parent Coordinator, School Leadership Team, the Parent Teacher Association Executive Board and teachers in order to ascertain the needs of the students. Ms. Wong, Parent Coordinator in consultation with Ms. Laura Leonard, Food Service Manager has established a nutrition committee whereby students are involved in decision making on new food items. They taste test

and survey new products and then voice any comments or concerns they may have. This unique program has been influential in working with the Physical Education Teachers in learning about health and wellness. Students are making the mind and body connection whereby they are exercising more, understanding the human body and ultimately making healthier food choices. It is our goal to cut down on childhood obesity and diabetes via physical education and healthy choices.

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

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

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

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

The median adjusted growth percentile for students in the lowest third in English Language Arts will increase 5% in 2012/2013 as compared to the 2011/2012 Progress Report.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

An analysis of the 2012 New York State English Language Arts Standardized Assessment revealed that the median adjusted growth percentile for students in ELA has decreased 8% from 76% in 2010/2011 to 68% in 2011/2012. Students in the schools lowest third median adjusted growth percentile decreased from 79.5% in 2010/2011 to 68% in 2011/2012. In addition the schools Progress Report decreased from a B in 2010/2-011 (43.8) to a C (51.3) in school year 2011/2012. The school received “well developed” on the Quality Review and has a state accountability status (NCLB) of “In Good Standing” for the 2011/2012 school year. On the 2011/2012 Progress Report, the school received an A (16.9 out of 25) on the Performance grade and a C (22.6 out of 60) on the Progress grade. On the Learning Environment Survey the school scored a (10.1 out of 15) including an 8.0 out of 10 for Engagement and a 7.7 out of 10 on

Communication.

### **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,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

The English Language Arts Department and Children's First Department (Special Education Department) meets weekly at the Professional Learning Team Meeting. Similar to the Math Department, each week the teachers have a focus that is aligned to Common Core Learning Standards and critically look at student work as it is aligned to the CCLS standards. Using an inquiry approach, teachers use a weekly evaluation tool in order to determine their effectiveness. They will analyze how successful they were in executing their lessons by examining student work as evidence of achieving this goal. The Professional Learning Team Meetings provide opportunities for teachers to be involved in the decision-making process of specific academic needs for the individual student's specific need. This includes teachers using a formal protocol for looking at student work; documented activities at these meetings include:

- Describing the students work
- Interpreting the student work
- Implications for classroom practice
- Teacher Reflection

The English Language Arts Department also looks at how the results of classroom assignments inform classroom instruction as well as what instructional strategies could help low, medium and high performing students.

In addition using the Degrees of Reading Power (DRP) assessment allows the school to identify struggling students in English Language Arts and then in turn target those students for specific academic interventions using tools like running records and Word Generation. An in-depth analysis of the DRP results and the standardized scores showed a correlation between achievement on the standardized assessment and a student's individual score on the DRP.

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

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

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M.S. 101 will provide materials and training to help parents work with their children to improve achievement levels by utilizing Title 1 sponsored Parent Workshops, monthly Parent Teacher Association Meetings, monthly School Leadership Team Meetings and open and ongoing communication with parents via Jupiter Grades, the online grade book. By establishing a relationship with the parents whereby open communication and support is of utmost importance, parents become involved in the planning and decision making process of their child's education. This online tool provides opportunities for parents and teachers to communicate via email in a timely manner. Another important communicate tool is our school messenger whereby parents can receive automated messages from individual teachers and or the school. In addition the MS 101 website contains critical information for parents including teacher/faculty email address and contact information, school calendar, curriculum guides and student/parent resources.

The Administrative Team has an open door policy, and parents are always welcome and invited to come into the school to discuss any problems or concerns they may have. This includes weekly emails to the parents from the Principal outlining the week ahead for the students so that parents can be prepared as well as the students for school activities and events for the coming week. In addition the Principal has monthly breakfasts with the parents which allows for parents to ask questions about school policy and/or curriculum in an open forum.

The Guidance Counselor works with teachers and parents to provide additional support that may be needed in order to further support families at MS 101. Each marking period the Guidance Counselor meets with the all students and their families who are in danger of failing a class(es) and design an action plan for that student and family for academic success.

In an effort to increase parent participation at the monthly PTA meetings the faculty, staff and parents have decided to have student performances as well as an attendance and academic awards ceremony.

**Budget and resources alignment**

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

X  Tax Levy   Title I   Title IIA   Title III   Grants   Other

If other is selected describe here:

**Service and program coordination**

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

Federal, State and local services supported under NCLB are being coordinated with the Parent Coordinator, School Leadership Team, the Parent Teacher Association Executive Board and teachers in order to ascertain the needs of the students. Ms. Wong, Parent Coordinator in consultation with Ms. Laura Leonard, Food Service Manager has established a nutrition committee whereby students are involved in decision making on new food items. They taste test and survey new products and then voice any comments or concerns they may have. This unique program has been influential in working with the Physical Education Teachers in learning about health and wellness. Students are making the mind and body connection whereby they are exercising more, understanding the human body and ultimately making healthier food choices. It is our goal to cut down on childhood obesity and diabetes via physical education and healthy choices.

**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	During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring, diagnostic exams, station teaching, running records and guided reading groups. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. In addition students who fail a core subject during any marking period will be invited to attend Extended Day.	As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one on-one or small group instruction.	Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction.
Mathematics	During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring and flexible grouping in their classrooms. In addition students who fail a core subject during any marking period will be invited to attend Extended Day.	As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction.	Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction.

Science	During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring and differentiated labs. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. In addition students who fail a core subject during any marking period will be invited to attend Extended Day.	Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week.	Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction.
Social Studies	During the school day, teachers provide academic intervention by differentiating instruction through progress monitoring, compact grouping and flexible grouping. Teachers can then work more closely with targeted intervention groups. As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction. In addition students who fail a core subject during any marking period will be invited to attend Extended Day.	As a Professional Assignment, some teachers have Small Group Instruction, whereby they use a push-in/pull out model in order to provide one-on-one or small group instruction.	Identified students are provided the opportunity to receive targeted and differentiated instruction based on various forms of formative data for 37.5 minutes three (3) days a week. Academic Intervention is provided Tuesday-Thursday from 8:00am-8:37.5am during small group instruction.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	At risk services include: providing individual and group counseling, linking at-risk	Based on an analysis of patterns and trends, the Parent Coordinator in conjunction with	Pupil Personnel/Academic Intervention Team meets biweekly to assess and track student

Worker, etc.)	students to outside referral services and programs, and providing academic support through tutoring in small group or individualized instruction. Counselors work collaboratively with the School Psychologist and other related service providers to meet the needs of at-risk students.	the guidance counselor provides Parent Workshops.	progress. Follow up is providing by the guidance counselor and administration.
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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.

In an effort to ensure that Highly Qualified Teachers are employed at M.S. 101 the following strategies have been implemented.

M.S. 101 works closely with Teaching Fellows in order to obtain highly qualified teachers. Through the Teaching Fellows Program, teachers receive Professional Development, onsite practical application experience within inner city schools, and they must be enrolled in a Master's Program.

M.S. 101 uses the Open Market Transfer System to recruit and hire highly qualified teachers.

M.S. 101 uses 5% Title 1 funding to provide the education, professional development and training to ensure that teachers are highly qualified.

Mentors are assigned to support new teachers, as well as time is set during the school day for them to conference.

Supervisors follow up to ensure mentors are meeting consistently with the mentee.

Attendance by administration and faculty at all city-wide and borough job fairs.

Coaches and Administration will provide ongoing professional development to ensure effective use of teaching strategies, (best practice), rubrics, curriculum maps, and lesson planning.

Best practices are shared at the Professional Team Meetings held every week by department and once a month by grade. Topics include teacher practice, looking at student work and interpreting data.

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## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in MS 101, The Edward R. Byrne 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:

- Provide Parent Workshops are topics including the ELA and Math Common Core Standards, Internet Safety, High School Articulation and Bullying.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### ***SCHOOL-PARENT COMPACT***

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/Rudy Rupnarain</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>101</b>
School Name <b>Edward R. Byrne</b>			

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

Principal <b>Kim Lisa Hampton-Hewitt</b>	Assistant Principal <b>Kathleen Windram</b>
Coach <b>Verona Williams/Math Coach</b>	Coach <b>Heidi Roque/Science Coach</b>
ESL Teacher <b>Loretta A. Helms</b>	Guidance Counselor <b>Enissa Acevedo</b>
Teacher/Subject Area <b>Jamie Zecca/ELA</b>	Parent <b>Denise Mojica</b>
Teacher/Subject Area <b>Leigh Wishney/Social Studies</b>	Parent Coordinator <b>Teresa Wong</b>
Related Service Provider <b>Sadeka Harris</b>	Other <b>type here</b>
Network Leader <b>Rudy Rupnarain</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>464</b>	Total Number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>0.86%</b>
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## Part II: ELL Identification Process

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

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

1. Our student population, including ELLs, are placed in our school through the Middle School Choice Program; therefore they are already in the NYCDOE system when they arrive. For the rare student who is new to the NYCDOE school system such as students from NYC private/parochial schools or out-of-state schools, the ELL identification process is completed within the first 10 days of enrollment. Specifically, the parents of all new students are requested to complete a Home Language Identification Survey (HLIS). If the student's home language is determined to be other than English or his/her native language is other than English, an informal interview is conducted in English. The student is then administered the LAB-R. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is administered the Spanish LAB. The parent is asked to complete a Parent Survey and Program Selection form. If the parent selects a program other than Freestanding ESL, she is given the choice of placing her child at our school or contacting the Office of Enrollment at Zerega Avenue, Bronx for a bilingual placement. If she chooses to have her child remain at our school, the student is scheduled for the appropriate number of ESL classes in accordance with his/her proficiency level, i.e., beginning, intermediate or advanced. Our fully licensed ESL teacher is responsible for conducting the initial screening, administering the HLIS, the LAB-R and Spanish LAB when required, and the formal initial assessment. She speaks English and some Spanish. If a parent speaks and understands only Spanish or another language, a staff member who speaks the language of the parent translates for our ESL teacher as she conducts the interview. She stores both the completed HLIS and Parent Survey and Program Selection forms in the main office. Copies of these forms are placed in the student's file.

To ensure that all our ELLs take the NYSESLAT each spring, our ESL teacher, Dr. Loretta Helms, generates the RLER and RLAT ATS reports which identify those students who are eligible to take the test. Parents of all eligible students are notified by mail in English and Spanish of the date the NYSESLAT will be administered to ensure that all students are present. A week prior to the administration of the NYSESLAT, our ESL teacher conducts a simulated NYSESLAT administration using New York State NYSESLAT samplers.

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL), we invite the parents of all newly enrolled ELLs, if any, to our Parent Orientation Meeting at the beginning of the school year. At the meeting our Principal, Ms. Hampton-Hewitt and the Parent Co-ordinator, Ms. Teresa Wong, explain the three ELL programs offered throughout the city and the Free-standing ELL program offered at our school. Parents are given the opportunity to complete the HLIS, the Parent Survey and Program Selection Form and to ask questions. For those parents who do not attend our orientation meeting, we contact the parent and ask her to report to the school at which time we provide an one-on-one orientation. The parent is provided with an orientation packet, including the HLIS and the Parent Survey and Program Selection forms. This process takes place within the first 10 days of school and on a rolling basis throughout the year when/if new students register.

We have only had one parent to request a Transitional Bilingual program for her child in our short history of services ELLs. That parent was advised that we only have a Free-Standing ESL Program as there were insufficient numbers of ELLs of the same language background (we only had two ELLs) to form a Transitional Bilingual class. She was directed to The Enrollment Office at Zerega

Avenue, Bronx for reassignment. The parent opted to enroll her child in our Free-Standing ESL Program so as not to be inconvenienced by traveling outside her neighborhood. The following school year, the family moved out of state.

We keep a copy of Parent Survey and Program Selection forms in our main office ELL file, therefore we have easy access to data concerning the number of requests for bilingual placements. Since are ELL population is generally quite small (currently a total of 4 ELLs over grades 6, 7 and 8), it is unlikely that we will have the required 15 ELLs of the same language background over two contiguous grades to from a bilingual class anytime in the near future.

3. After newly enrolled ELLs are identified, our ESL teacher mails entitlement letters home to their parents explaining the services their children will receive. At the same time, continued entitlement letters are sent to the parents of students who did not pass the spring administration of the NYSESLAT, while non-entitled letters are sent to the parents of those students who reached proficiency. As mentioned above, if the parent of a newly identified ELL does not attend our orientation meeting, we contact her by telephone and ask her to come to the school for a one-on-one orientation. It is during this meeting that we request that the parent complete a Parent Survey and Program Selection form. In the event that a parent can not come into the school to complete the form, we send it home with her child. We make every effort to get the form completed and placed in the student's file. Copies of all entitlement letters are maintained in the ELL file located in the main office.

4. The ELL population at MS 101 is very small, namely four students, which is 0.86% of our total student population of 464; hence there are not enough students to form a bilingual program. At our Parent Orientation meeting and in face-to-face interviews we explain this situation to the parents of ELLs.

Copies of all placement and continued entitlement letters are maintained in our ELL file located in the main office.

During our initial Parent Orientation meeting and there-after in consulting and communicating with parents, we utilize the translation expertise of staff members who speak Spanish or another language. Should the need arise, we will utilize the services of the NYCDOE Translation and Intrepretation Unit.

5. After reviewing the Parent Survey and Program Selections forms for the past three years, we have determined that the trend in program choices that parents have requested is our Freestanding ESL program. During this period only one parent has requested a bilingual placement. She was given the option of reporting to the Office of Enrollment located at Zerega Avenue in the Bronx to seek a bilingual school or place her child in our Freestanding ESL program. This parent opted to keep her child at our school rather than experience the inconvenience of traveling outside her neighborhood.

6. As explained above, the Freestanding ESL program model at our school is aligned with parent requests. In the rare event that a parent requests an alternate program, we refer him or her to the Office of Enrollment at Zerega Avenue, Bronx. Should our ELL enrollment significantly increases in the future, we will follow CR Part 154 mandates and establish a Bilingual Program to meet their needs.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							0	0	0					0
<b>Dual Language</b> (50%:50%)							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

1. Instruction at MS 101 is delivered through the Push-In organizational model; the program model is Block and Heterogeneous. Our ESL instructor services our four ELLs within the ELA and Social Studies classes. The ESL instructor works in collaboration with the content area teachers to provide language acquisition and vocabulary support within the classroom setting. The language of instruction is English; however, our ESL teacher uses native language support (Spanish) when needed to make the content comprehensible.
  2. To ensure that the mandated number of instructional minutes is provided according to the proficiency levels of our students, we follow CR Part 154 guidelines. Specifically students at the beginning level are programmed for at least three units of ESL instruction or 540 minutes per week; intermediate students are programmed for at least 2 units of instruction or 360 minutes; and advanced students are programmed for at least one unit of ESL instruction and one unit of ELA instruction or 180 minutes. The number of ESL and ELA instruction minutes we give our students far exceed what is required. Additionally, when our ELLs reach proficiency on the NYSESLAT, we provide an additional two years of ESL service.
  3. Research has shown that instructional programs with high levels of rigor and support result in higher achievement for ELLs, thus our students use the same level of instructional materials as our non-ELLs. All content area classes are taught in English using scaffolding strategies to make content comprehensible for our ELLs. Native support is provided through the use of bilingual dictionaries, bilingual glossaries and the buddy system. Because our ESL teacher "pushes in", our ELLs have use of the same technology as our non-ELLs. Every classroom has two desk-top computers. Additionally, we have 4 lap-top carts, each holding 30 lap tops. All of our classes have use of these lap tops.
  4. As we do not currently have a Transitional Bilingual Program, ELLs are not evaluated in their native language. At the initial screening if it is determined that a student's home language is Spanish, he is first assessed with the LAB-R. If he falls below the required performance level, he is then administered the Spanish LAB. This is the only time a student is evaluated in his native language.
  5. For all our ELL subgroups, including SIFE (currently we have none), newcomers, 4-6 years, Long-Term and special needs ELLs, we differentiate instruction during the school day through process monitoring, station teaching and Guided Reading Groups. We use the Push-In, Freestanding ESL model of instruction for our ELL students. Our ELLs use the same content area instructional materials as our non-ELLs. Our ESL teacher sits with our ELL students during ELA and social studies classes. As the ELA and social studies teachers present their lessons, during small group or whole class activities the ESL teacher provides one-on-one assistance to the ELL students, ensuring comprehension. If the ELL student requires additional assistance such as with extended projects, the ESL teacher pulls them out to a separate classroom.
  6. Currently we have two ELL-SWDs, one seventh grader and one eighth grader. As explained in Question #3, research has shown that instructional programs with high levels of rigor and support result in higher achievement for all ELLs, including students with disabilities, therefore we use the same level of instructional materials for all our ELLs as with our non-ELLs. All content area classes are taught in English using scaffolding strategies to make content comprehensible.
- We ensure that our ELL-SWDs receive all services mandated on their IEPs including testing accommodations that provide our students with an equal opportunity to participate in all test administrations. These accommodations are implemented for classroom as well as standardized test administrations. They include extended time, special location, and directions read and reread aloud. Additionally, both our ELL-SWDs are placed in Collaborative Team-Teaching classes as specified by their IEPs. Since their IEPs specify ESL only and not Bilingual, they are both included in our Free-Standing ESL Program.
7. As described above, both our ELL-SWDs are placed in Collaborative Team-Teaching classes which allows them to be with non-disabled peers through the school day and to receive the same level of instruction.

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

8. To further ensure that our entire ELL population, including SIFE, newcomers, 4-6 years, Long-Term and special needs students improve their linguistic and academic abilities so that they become English proficient and meet State standards, we implement an intervention program before school from Monday thru Thursday. Specifically, all subject teachers give a pre-and post- unit assessment per unit of study. This data is collected, recorded and analyzed daily, weekly and monthly. Information from this data analysis is used weekly at our Professional Learning Team Meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction through process monitoring, station teaching and Guided Reading Groups. Our ESL teacher uses a push-in model to provide one-on-one or small group instruction. Additionally, as a professional assignment, some of our content area teachers provide academic intervention through small group instruction. They also use a push-in/pull-out model in order to provide one-on-one or small group instruction.

At risk services include providing individual and group counseling, linking at-risk students to outside referral services and programs and providing academic support through tutoring in small group or individualized instruction. Pupil Personnel/Academic Intervention Team meets biweekly to assess and track student progress. Based on analysis of patterns and trends, the Parent Coordinator in conjunction with the counselors provide Parent Workshops. Counselors work collaboratively with the School Psychologist, The Leadership Learning Support Organization and outside agencies to provide in-school services.

All subgroups are invited and encouraged to participate in our extended day programs. During the regular instructional day programs, our ESL and SETSS teachers provide mandated services to all ELL subgroups as well as non-ELL special needs students respectively. For all programs, instruction is in English with native language support as needed.

9. For students who reach proficiency on the NYSESLAT, we provide two years of ESL transitional support. Also we ensure that they receive the same testing modifications as ELLs on all classroom and State Assessments.

10. No new programs are currently being considered for the upcoming school year.

11. We do not anticipate discontinuing any of our current programs/services for ELLs since we have seen favorable results.

12. Our instructional programs have high levels of rigor and support to ensure that all of our students, ELLs and non-ELLs, achieve high academic achievement. By using the Push-In organizational model of instruction and the Block Program Model for ELLs, we ensure that they are afforded equal access to all school programs, including technology. Every classroom has two desk-top computers. Additionally we have four lap-top carts, each holding 30 lap tops. All our classes have use of these lap tops. All subgroups of ELLs are invited and encouraged to participate in our before school intervention program described above.

Our targeted intervention program for ELLs and non-ELL at risk students is explained in Question #8 above. This is a before-school intervention program and is not funded. Since our ELL population is less than 30, we do not receive Title III funding. The program runs Monday through Thursday, 8:00 a.m. - 8:37 a.m. The goal of this program is to provide additional, targeted instruction for designated students to ensure that they excel in their classwork and on classroom and standardized tests. The language of instruction is English with native language support where needed.

13. In addition to the regular classroom instructional materials that all our students use, we use Pearson's LANGUAGE CENTRAL for English Language Development. Some of the components of this program include vocabulary/picture cards, graphic organizer transparencies and review and assessment, including vocabulary, comprehension, grammar and writing. As previously explained, since we use a Push-In approach, all ELLs have access to the same technology as our non-ELLs.

14. Native language support is provided in our Free-standing ESL program through the use of bilingual dictionaries, staff members and students who speak Spanish.

15. All required services support and resources correspond to our ELL students' ages and grade levels.

16. Prior to the beginning of the new school year, usually in August, we offer an orientation and school tour to all in-coming students and their parents, ELLs included. Staff members who are present provide an overview of the subjects they teach. We discuss ways the parents can assist their children in the transition from elementary to middle school. Parent brochures explaining the various ELL programs are distributed to parents of ELLs.

17. The only language elective we offer in our school is Spanish.

### **C. Schools with Dual Language Programs**

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

### **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. All ELL personnel, including subject area teachers, teachers of ELLs, school secretaries and guidance counselors will participate in both on- and off-site professional development throughout the school year. Topics include the ESL Standards, technology, and high impact differentiated and academic language development strategies. In-house PD is scheduled for the first Monday of each month throughout the school year.

2. Our staff networks with our Pupil Personnel Committee, Professional Learning Teams, and guidance counselor to assist ELLs as they transition from middle to high school.

3. MS 101 is committed to assisting all teachers of ELLs as well as non-ELL teachers in obtaining at least 7.5 hours of ELL training in accordance with the Jose P. regulation. In addition to our on-site ELL professional development workshops, all teachers are encouraged to participate in off-site staff development offered by the he Bilingual Education Technical Assistance Center (BETAC) and the Office of English Language Learners, New York City Department of Education. Our ESL teacher maintains a record of ESL professional development hours completed by staff members towards satisfying the Jose P mandate. Specifically she maintains a file consisting of agendas and attendance sheets from each in-house PD. If staff members attend an off-site ELL PD, they also present the ESL teacher with an agenda, proof of attendance such as written verification by the workshop presenter, an a description of the workshop. The ESL teacher maintains a roster of staff members and indicates hours completed for each ELL PD. Certificates of completion are presented to staff members upon completion of the mandated hours. Copies are placed in the permanent file of each staff member, and the ESL teacher maintains a Jose P. file in the main office. As explained above in Question #1, workshop topics will include the ESL Standards, technology, and high impact differentiated and academic language development strategies.

### **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. Our parents, including the parents of ELLs are involved in our school through our Parents Association and School Leadership Team.

2. Currently our school does not partner with any Community Based Organization to provide workshops or services to ELL parents. We do, however, encourage our ELL parents through our Parent Coordinator to take advantage of resources and training on issues pertaining to ELLs offered by the state-funded Bilingual/ESL Technical Assistance Centers (BETACs)

3. We evaluate the needs of our paretns through feedback from parent surveys distributed by our Parent Coordinator, feedback from parent representatives on our School Leadership Team, and individual feedback through our Parent Conferences and individual calls and visits to our school.

4. We make every effort to address the needs expressed by parents collectively and individually. Based on feedback received by our Parent Coordinator, at least one workshop is provided for parents every month. The workshops are usually in math and ELA, designed to instruct parents in strategies on how to assist their children with their homework. Additionally our Parent Coordinator accompanies a group of parents to at least one ESL workshop a year. The workshops are provided by the Bilinbguar Education Technical Assistance Center (BETAC). At all parent conferences we make a concerted effort to have translators available in the languages spoken by the parents of our ELLs at all conferences. Finally, our goal is to ensure that our school tone is welcoming to all our parents.

## **Part V: Assessment Analysis**

## A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			1						1
7			1						1
8	1		1						2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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			2						2
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)									

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
Chinese Reading Test								

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

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

1. Our school is a middle school, hence we do not use assessment tools to assess early literacy skills.

2. The data patterns across proficiency levels on the NYSESLAT and grades indicate that our ELLs perform far better in listening/speaking/reading than they do in writing.

3. To address the pattern across NYSESLAT modalities, we provide targeted, intensive instruction in the areas of reading, writing and grammar throughout the school day and during our extended day program. During the regular day instructional program, the characteristic elements of the various genres of writing (e.g., expository, descriptive, narrative, persuasive) are explained in detail as they are introduced. Teachers print these characteristics on chart paper and display them around the classroom, thereby creating a print-rich environment. Students are provided with exemplar samples of each mode of writing, and the elements are pointed out and discussed. With each writing assignment, students are given a pre-writing organizer or venn diagram to assist them in organizing the essay. A rubric is also used with each writing assignment so the students will clearly understand what is expected of them.

The ELA rubric is prominently displayed in the classroom, and each student has a personal copy. The components have been explained in detail and used as teaching points; for example, how to write a thesis statement; how to use supportive details; how to vary sentence patterns and use transition words.

All students have a writer's notebook which they use for various in-class writing assignments. Additionally, they are required to read and write a response to literature for homework each day. Using the students' classroom writing assignments and responses to literature, teachers continually assess their work and use the assessment data to drive further instruction and remediation during mini lessons. This assessment data also drives instruction in our extended day program.

MS 101 uses the Push-in model of instruction. Since our ELL population is small, our ESL teacher is able to work one-on-one with our students, allowing her to immediately focus on areas such as conventional spelling, punctuation, paragraphing, capitalization, grammar and usage as needed. This also affords her the opportunity to us further scaffolding strategies to assure comprehension.

Finally, our instructional programs have high levels of rigor and support to ensure that all or students, ELLs and non-ELLs, achieve high academic achievement. By using the Push-in model of instruction and the Block Program Model for our ELLs, we ensure that they are afforded equal access to all school programs, including technology. All required services support and resources correspond to our ELL

students' ages and grade levels.

4. Since we do not have a Transitional Bilingual Program or Dual Language Program, students are not tested in their native language. The trend across modalities and grades on the ELL Periodic Assessments is that students are, for the most part, proficient in Listening/Speaking. The data from this assessment is used to drive instruction in both our regular and extended day programs.

5. Our school does not have a dual language program.

6. We evaluate the success of our ELL program through classroom performance and New York State NYSESLAT, ELA, math and social studies results.

### **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:****Edward R. Byrne - MS 101****School DBN: 8X680**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim Lisa Hampton-Hewitt	Principal		11/22/11
Kathleen Windram	Assistant Principal		11/22/11
Teresa Wong	Parent Coordinator		11/22/11
Loretta Helms	ESL Teacher		11/22/11
Christine Duenas	Parent		11/22/11
Jamie Zecca/ELA	Teacher/Subject Area		11/22/11
Leigh Wishney/Social Studies	Teacher/Subject Area		11/22/11
Verona Williams/Math	Coach		11/22/11
Heidi Roque/Science	Coach		11/22/11
Enissa Acevedo	Guidance Counselor		11/22/11
Rudy Rupnarain	Network Leader		11/22/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 8X101      **School Name:** Edward R. Byrne School

**Cluster:** 6      **Network:** CFN608

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

**Part A: Needs Assessment Findings**

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

The data used to assess our school's written translation and oral interpretation needs was taken from the Demographics and Accountability section of our Comprehensive Educational Plan, the initial screening process, which includes completing the Home Language Identification Surveys (HLIS), and the RLAT (Report of Students Eligible for the NYSESLAT). M.S. 101 analyzed the Home Language Survey and determine the major language that is spoken within the homes of our diverse population is English with a second language of Spanish. This information is recorded and maintained in ATS, on all emergency cards and HLISs which are kept in the Main Office.

All written correspondence, including entitlement, continued entitlement and non-entitlement letters, to our ELL parents is in both English and Spanish. At all parent meetings we have staff members available who provide translation services for our parents.

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.

As indicated above, the major findings of our school's written translation and oral interpretation needs indicate that English is the major language spoken in the homes of our ELLs with Spanish being the second language spoken. The school community was informed of these findings at our first school-wide professional development in September 2011. At this meeting the Chancellor's Regulations on Translations and Oral Interpretations were discussed. A survey was made of the staff members who speak Spanish, and we discussed how they can be a resource for both our ELLs and their parents. Hence, when oral translation needs arise, there are always faculty and staff available to assist the parents before, during and after school. Title I Interpretation and Translation money is used for faculty and staff per session.

## Part B: Strategies and Activities

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

We utilize the English language learner resources posted on the NYCDOE website such as parent brochures and parent notifications that are available in 9 languages. For other critical information regarding their children's education, we will utilize the services of the Translation and Interpretation Unit for translation. We will also use staff members who speak any of the languages spoken by our students for written translations.

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.

Our school will provide oral interpretation services through our Spanish Teacher on staff, Bilingual Guidance Counselor, Bilingual Assistant Principal and bilingual office school aides. There is a morning staff member and an afternoon staff member available to assist parents. Hence, there is always someone available to verbally communicate with parents in their native language. Should the need arrive for translation of low incidence languages, we will utilize the services of the Translation and Interpretation Unit. Title I Translation and Interpretation monies are used to pay faculty and staff overtime so that there is always someone at the school to communicate with parents in their native language.

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>.

In accordance with the Chancellor's Regulations A-663, we will continue to take the following steps regarding parental notification:

Determine within 30 days of all students' enrollment the primary home language and whether parents require translation and interpretation assistance.

Maintain in ATS and the student emergency card the primary language of each parent.

Provide translation and interpretation services to all parents who require this service.

Our school's CEP will address our language assistance needs.

Utilize the services of the Translation and Interpretation Unit for critical communications to parents regarding their child's education.

Provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information.

Provide each parent whose primary language is a covered language with a copy of the Bill of Parents Rights and Regulations.

Post near the main office a sign in each of the covered languages, indicating the availability of interpretation services.

Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office because of language barriers. Teachers will receive per session to translate written or interpret oral communication. School Aides will receive overtime to translate written or interpret oral communication. Having someone in the building before, during or after school for translation and interpretation services is essential. The Parent Coordinator is always available to assist parents and provide them with the resources that they may need. She is also available to acquire translation support from the Translation and Interpretation Unit at the Department Of Education.