



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: HUNTS POINT MIDDLE SCHOOL 424

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X424

PRINCIPAL: SONYA JOHNSON

EMAIL: SJOHNSON4@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 School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sonya Johnson	*Principal or Designee	
Richard Sellati	*UFT Chapter Leader or Designee	
Denise Hunt	*PA/PTA President or Designated Co-President	
Rose DeLeon	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michelle James	CBO Representative, if applicable	
Sarah English	Member/Parent	
Stephanie Semidey	Member/Teacher	
Emily Wells	Member/Teacher	
Crystal Williams	Member/Teacher	
Sharon Waxter	Member/PA Vice President	
Diana Torres	Member/PA Treasurer	
	Member/	

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

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

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

Major Recommendation

- School leaders should use the observational process (formal and informal walkthroughs) to ensure teachers are held accountable for incorporating skills developed within PD activities into their instructional practice for delivery. School leaders should also develop an on-going and systematic process for monitoring the implementation of PD(-SQR 11-12, p. 3)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, resources will be allocated to improve teacher effectiveness through meaningful feedback from a minimum of six cycles of formative classroom observation.

Instructional strategies/activities

- Strategy:
 - Set up a workshop that includes 100 Book Challenge, the Workshop Model, Introduction of IRLS, Universal Design for Learning, Effective Questioning, rigor, rubric and feedback development
 - Activity:
 - Professional development to be performed by the American Reading Company
 - Survey teachers development needs
 - Key Personnel:
 - American Reading Company will be contracted to provide the instructional workshops as defined by school leaders.
 - Targets:
 - Teacher observation feedback as evidence of monitoring the implementation of instructional workshops
 - Timeline:
 - Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.
 - Develop a walkthrough template with the actionable feedback component for the targeted Danielson teacher competencies
 - Activity:
 - Perform four informal observations and two formal observations
 - Create a walkthrough template with the actionable feedback component
 - Survey teachers development needs
 - Key Personnel:
 - School leaders will work with Cabinet Members to develop the walkthrough template and administer a needs survey.
 - Teacher Effectiveness Pilot Program talent coach.
 - Targets:
 - Teacher observation feedback as evidence of monitoring the implementation of instructional workshops
 - Timeline:
 - Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.

- Identify teachers development needs monthly based on the results of the observational process
 - Activity:
 - Professional development to be performed by the American Reading Company
 - Perform four informal observations and two formal observations
 - Create a walkthrough template with the actionable feedback component
 - Survey teachers development needs
 - Key Personnel:
 - School leaders will work with Cabinet Members to develop the walkthrough template and administer a needs survey.
 - American Reading Company will be contracted to provide the instructional workshops as defined by school leaders.
 - Teacher Effectiveness Pilot Program talent coach.
 - Targets:
 - Teacher observation feedback as evidence of monitoring the implementation of instructional workshops
 - Timeline:
 - Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.

Budget and resource 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 IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: _____

Service and program coordination

- Funding to support our professional development opportunities through a partnership with American Reading Company professional developers will allow staff to build capacity. Funding to support our professional development opportunities with the Data Specialist/Technology Specialist will allow staff to build capacity.
- School scheduling to allow for 40 minute weekly Cabinet planning meetings
- Participation in the NYCDOE Teacher Effectiveness Pilot

Galaxy Program Fields

- PF Supporting Great Teachers and Leaders
 - American Reading Company
 - Professional Development Consultants
 - Staff Training (36 staff x 4 hours)

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

Major Recommendation

- School leaders should ensure the development of a comprehensive and coherent PD plan based on student and teacher needs that are closely aligned with goals identified in the CEP. A needs assessment of teaching staff should be based on teacher interest, as well as teacher needs assessed by classroom walkthroughs. School leaders should also develop a system to monitor the effectiveness of this PD plan that includes evaluation of its impact on student achievement as well as the development of teacher competencies(-SQR 11-12, p.4)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, 100% of teachers will participate and utilize PD on how to align instructional goals with CCLS, technology and data effectively as measured by an increase in the number of teacher trending to an effective rating 1E in ARIS Learn.

Instructional strategies/activities

- Strategy:
 - Set up a workshop that includes 100 Book Challenge, the Workshop Model, Introduction of IRLS, Universal Design for Learning, Effective Questioning, rigor, rubric and feedback development
 - Activity:
 - Professional development to be performed by the American Reading Company and Network Specialists
 - Key Personnel:
 - American Reading company and Data Specialist to provide workshops
 - Teacher Effectiveness Pilot Program talent coach.
 - Targets:
 - Teacher observation feedback as evidence of monitoring the implementation of instructional workshops
 - Timeline:
 - Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.
 - During each marking period student work will be progress monitored using the protocols established
 - Activity:
 - Weekly after school sessions for inquiry teams will meet to discuss and review student work using the protocols established.
 - Inquiry teams and Data Specialist
 - Key Personnel:
 - Grade leaders will work with content specialists to review student work using set protocols and analyze data to identify student needs.
 - Targets:
 - Itemized data analysis reviews and findings improving curriculum and pacing calendars
 - Timeline:
 - Results of the student work review will be summarized monthly and evaluated by the Cabinet Members.
 - During each marking period student work will be progress monitored using the protocols established

- After hour sessions for inquiry teams to meet will be established on a weekly basis to review student work using set protocols and analyze data to identify student needs.
 - Activity:
 - Weekly after school sessions for inquiry teams will meet to discuss and review student work using the protocols established.
 - Key Personnel:
 - Grade leaders will work with content specialists to review student work using set protocols and analyze data to identify student needs.
 - Inquiry teams and Data Specialist
 - Targets:
 - Itemized data analysis reviews and findings improving curriculum and pacing calendars
 - Timeline:
 - Results of the student work review will be summarized monthly and evaluated by the Cabinet Members.
 - During each marking period student work will be progress monitored using the protocols established

- Set up a workshop that includes Beginner/Advanced Smart Board usage, data disaggregation and analysis.
 - Activity:
 - Professional development to be performed by the Technology/Data Specialist.
 - Key Personnel:
 - Technology/Data Specialist to provide workshops
 - Targets:
 - Teacher observation feedback as evidence of monitoring the implementation of instructional workshops
 - Itemized data analysis reviews and findings improving curriculum and pacing calendars
 - Timeline:
 - Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.

- Purchase Smart Board mounting kits and short throw projection units.
 - Activity:
 - Identify classrooms in need of reconfiguration and mounting equipment.
 - Obtain work order information from TEquipment.
 - Prioritize rooms and commence on Smart Board mount work.
 - Key Personnel:
 - Technology specialist will coordinate electrical efforts to install and mount equipment.
 - Targets:
 - Increase room mobility for students and eliminate congestion
 - Timeline:
 - Upon release of priority funding and ongoing yearly until we can achieve all mounts

- Develop website for the professional staff to access curriculum calendars, CCLS resources, PD materials, disaggregated data and perform collaborative work will be developed by the data specialist/technology specialist.

- Activity:
 - Web design/programming to develop a comprehensive school website.
 - Key Personnel:
 - Technology/Data Specialist to develop the website
 - Inquiry Team members to drive content
 - Targets:
 - Teacher observation feedback as evidence of monitoring the implementation of comprehensive website
 - Itemized data analysis reviews and findings improving curriculum and pacing calendars
 - Timeline:
 - Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.
- Review grade, class and subgroup information to review lessons to inform curriculum modifications.
- Activity:
 - Weekly after school sessions for inquiry teams will meet to discuss and review student work using the protocols established.
 - Key Personnel:
 - Grade leaders will work with content specialists to review student work using set protocols and analyze data to identify student needs.
 - Inquiry Teams and Data Specialist
 - Targets:
 - Itemized data analysis reviews and findings improving curriculum and pacing calendars
 - Timeline:
 - Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.
 - During each marking period student work will be progress monitored using the protocols established

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Funding to support our professional development opportunities through a partnership with American Reading Company professional developers will allow staff to build capacity. Funding to support our professional development opportunities with the Data Specialist/Technology Specialist will allow staff to build capacity.
- School scheduling to allow for 40 minute weekly Cabinet planning meetings
- Facilitation of weekly one-hour after school for teachers to allow for Inquiry Team meetings
- Purchase of Smart Board mounting kits, mountable short throw projection units and installations will be coordinated by the Technology Specialist
- Purchase audio components for classroom Smart Boards.

Galaxy Program Fields

- PF Supporting Great Teachers and Leaders
 - Technical Trainer (1 staff x 5 hours)
 - Staff Training (41 staff x 2 hours)
 - PE Inquiry Teams
 - Per session (33 staff x 15 weeks x1hr)
- Common Core State Standards
 - Short throw projectors and mounting kits

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

Major Recommendation

- School leaders should ensure that teachers are provided with PD on how to effectively use data to differentiate their instruction to meet diverse needs of all students. PD should also be provided to teachers on using a variety of instructional strategies, including scaffolding and diversified learning materials that will improve students' overall achievement in ELA. School leaders should regularly observe classrooms to ensure that instructional strategies are effectively integrated into teacher instructional practice. (-SQR 11-12, p.3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, student progress will increase by 8% in both English Language Arts and Mathematics as indicated on MS424's Progress Report.

Instructional strategies/activities

- Strategy:
 - Set up PD of the Workshop Model, IRLA, UDL, Smart Board, Questioning, rubrics and feedback
 - Activity:
 - Professional development to be performed by the Network Content Specialists.
 - Key Personnel:
 - Network Content Specialists to provide workshops
 - Targets:
 - Review student performance on the ELA and Math Spring Benchmarks as evidence of the materials introduced.
 - Timeline:
 - Student work and performance on citywide expectations and interim assessments will be reviewed on student, class, and subgroup levels regularly.
 - Identify supplemental materials and licenses for the commencement of a program to address student deficiencies in ELA and Math of at risk students by providing blended learning opportunity for Extended Learning Time
 - Activity:
 - Purchase materials recommended by inquiry teams and team leaders.
 - Set up ELT programs in ELA and Math
 - Key Personnel:
 - Cabinet Members and inquiry team to research materials and agree on a purchase.
 - Targets:
 - Review student performance on the ELA/Math Spring Benchmarks as evidence of the materials introduced.
 - Timeline:
 - Student work and performance on citywide expectations and interim assessments will be reviewed on student, class, and subgroup

levels regularly.

- Purchase the ESL lab laptops and ELLIS software (**Identified in Title III and Supplement SCY'12**)
 - Activity:
 - Execute the approved recommendations identified in SCY'12 Title III and Supplement
 - Key Personnel:
 - Cabinet Members and inquiry team to research materials and agree on a purchase.
 - Targets:
 - Review student performance on the ELA and Math Spring Benchmarks as evidence of the materials introduced.
 - Timeline:
 - Student work and performance on citywide expectations and interim assessments will be reviewed on student, class, and subgroup levels regularly.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Funding to support our professional development opportunities through a partnership with American Reading Company professional developers will allow staff to build capacity. Funding to support our professional development opportunities with the Data Specialist/Technology Specialist will allow staff to build capacity.
- Facilitation of weekly one-hour after school for teachers to allow for Inquiry Team meetings
- School scheduling to allow for 40 minute weekly Cabinet planning meetings
- Purchase of supplemental CC Math materials
- Purchase of E² English blended learning materials
- Title III funding to support ESL instruction, including school-based ESL program.

Galaxy Program Fields

- PF Supporting Great Teachers and Leaders
 - Reading & Writing workshop
 - Staff Training (15 staff x 2 hrs)
- PF Common Core Standards
 - Math CCLS supplemental materials
 - E² materials – books
 - E² supplies – license
 - ELT Math and ELA per session (2 staff x 2hr x 16 weeks)

- ESL component is funded through the Title III proposal

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

Major Recommendation

- School leaders should ensure that classroom learning environments are organized and conducive to teaching and learning. Provide PD to facilitate the effective organization of the classroom environment to enable them to maximize the use of space and accessibility to classroom exit doors and libraries. (SQR 11-12, p.4).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, the school community will achieve a 10% decrease in the number of students responding *Strongly Agree* or *Agree* to the Learning Environment Survey question “most students in my school just look out for themselves”.

Instructional strategies/activities

- Strategy:
 - Develop School-wide Behavior Policy
 - Activity:
 - Review of building occurrences within the Cabinet
 - Review of student survey response data to identify workshops needed to promote safety and respect
 - Administer a mock Learning Environment Survey(LES) to monitor student responses compared to the 2011-2012 LES.
 - Key Personnel:
 - SLT team will work towards developing a School-wide Behavior Plan.
 - Targets:
 - Review a decrease of building and classroom incidents and show marked improvement in school environment rate on the Learning Environment Survey
 - Timeline:
 - Occurrence reports will be reviewed at the end of each month
 - Implement School-wide Behavior Policy
 - Activity:
 - Review of building occurrences within the Cabinet
 - Review of student survey response data to identify workshops needed to promote safety and respect
 - Administer a mock Learning Environment Survey(LES) to monitor student responses compared to the 2011-2012 LES.
 - Key Personnel:
 - SLT team will work towards developing a School-wide Behavior Plan.
 - Targets:
 - Review a decrease of building and classroom incidents and show marked improvement in school environment rate on the Learning Environment Survey

- Timeline:
 - Occurrence reports will be reviewed at the end of each month

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- School scheduling to allow for 40 minute weekly Cabinet planning meetings
- School Leadership Team will facilitate and support this work for the Behavior Plan

Galaxy Program Fields

- PF Positive Behavior Management Programs
 - Positive Behavior Workshop (2 staff x 4 hours)

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

Major Recommendation

- School leadership should work with parent coordinator, SLT, CBO, and PA to review/modify school parental involvement policy to encourage parent engagement and involvement. The parental involvement policy should include formal and informal two-way communications, shared leadership and collaborative decision-making with stakeholders. (SQR 11-12 p. 4).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- By June 2014, school leaders, SLT and Parent Coordinator will review and modify the parental involvement policy to increase parent response rates on the Learning Environment Survey by 20%.

Strategies to increase parental involvement and engagement *(The PIP is provided on pages 16 through 19 in this SCEP)*

- Strategy:
 - Modify and implement the Parental Involvement Policy.
 - Activity:
 - Modify and implement the Parental Involvement Policy.
 - Key Personnel:
 - School leaders, parent coordinator, PA, SLT and CBO will implement the strategies set forth by the new PIP.
 - Targets:
 - Increase positive parental response rates on the Learning Environment Survey by 20% by 2014.
 - Timeline:
 - By June 2013
 - Create the webpage on the schools website for the consolidation of parental access to informational and workshop materials.
 - Activity:
 - Technology specialist will develop the webpage for parent community on the schools website
 - Key Personnel:
 - School Leadership Team
 - Parent Association
 - Technology specialist.
 - Targets:
 - Increase positive parental response rates on the Learning Environment Survey by 20% by 2014.
 - Timeline:
 - Parental involvement and page site meter will be tracked as events and alerts occur.
 - Set up informational workshops for families on standards, curriculum, requirements, ARIS, accountability and family literacy.

- Activity:
 - Create a barrier-free parent resource center and ensure the purchase of materials, supplies and equipment for the resource center.
 - Key Personnel:
 - School leaders, parent coordinator, PA, SLT and CBO will implement the strategies set forth by the new PIP.
 - Data and network specialists to provide parent workshops.
 - Targets:
 - Increase positive parental response rates on the Learning Environment Survey by 20% by 2014.
 - Timeline:
 - By June 2013.
- Develop a calendar of family night events and provide child care services and refreshments for families during upcoming parent events.
- Activity:
 - Create a barrier-free parent resource center and ensure the purchase of materials, supplies and equipment for the resource center.
 - Key Personnel:
 - School leaders, parent coordinator, PA, SLT and CBO will implement the strategies set forth by the new PIP.
 - Technology specialist will develop the webpage for parent community on the schools website.
 - Targets:
 - Increase positive parental response rates on the Learning Environment Survey by 20% by 2014.
 - Timeline:
 - Parental involvement and page site meter will be tracked as events and alerts occur.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- School scheduling to allow for 40 minute weekly Cabinet planning meetings
- School Leadership Team, full time Parent Coordinator will facilitate and support this work for the Parental Involvement Policy
- Technology specialist will develop the webpage

School Leadership Team will coordinate the setup of the parent area and purchasing of materials for said space as outlined above.

Galaxy Program Fields

- PF Parent Engagement

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	<ul style="list-style-type: none"> We have Wilson reading for our emergent and struggling readers. E² English Enrichment We introduced the Guided Reading program this year. Credit Recovery 	<ul style="list-style-type: none"> City Year provides one-to-one tutoring and push-in classroom support. The Principal provides an ELA Intensive program. SETTS teacher continues to drive our SETTS initiative. We programmed Guided Reading into all students daily schedule. Credit Recovery is provided by content area specialists. 	<ul style="list-style-type: none"> City Year support is provided during the day as well as after school. The ELA intensive is an after school program. SETTS and Guided Reading occur during the school day. Credit recovery is an after school program.
Mathematics	<ul style="list-style-type: none"> Credit Recovery 	<ul style="list-style-type: none"> City Year provides one-to-one tutoring and push-in classroom support. Credit Recovery is provided by content area specialists. 	<ul style="list-style-type: none"> City Year support is provided during the day as well as after school. Credit recovery is an after school program.
Science	<ul style="list-style-type: none"> Credit Recovery 	<ul style="list-style-type: none"> Science leader works with students one-to-one and in groups to help with science comprehension. Credit Recovery is provided by content area specialists. 	<ul style="list-style-type: none"> Science support is provided during preparation periods and after school as needed. Credit recovery is an after school program.
Social Studies	<ul style="list-style-type: none"> Credit Recovery 	<ul style="list-style-type: none"> SETTS teacher works with students one-to-one and in groups to help with social studies comprehension. Credit Recovery is provided by 	<ul style="list-style-type: none"> Social Studies support is provided during preparation periods and after school as needed.

		content area specialists.	<ul style="list-style-type: none"> • Credit recovery is an after school program.
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<ul style="list-style-type: none"> • Guidance Counselor services mandated students. These students are seen individually or in group. • School Psychologist reviews student gains and deficits at scheduled EPCs. Information is disseminated and interpreted as needed • Social worker services mandated students individually and in groups. • SETTS teacher works with students one-to-one and in groups to help that have been held over. 	<ul style="list-style-type: none"> • All at-risk services are provided during the day and after school as needed. • Social work also pushes in to provide whole class community building using the NYU Nesting model.

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.

Since the inception of M.S. 424, we have enjoyed an extremely high retention rate of staff. To ensure staff retention we provide ongoing differentiated professional development opportunities in an effort to build capacity. We work closely with our Network to provide staff with avenues for leadership within the Department of Education.

In the event that we have to replace a staff member, we take the following steps:

- Current staff member recommendations
- The Principal's Secretary works closely with the network Human Resources point person to ensure that anyone who is not deemed highly qualified submits all required documentation and meets assessment deadlines.
- Mentors are assigned to support first year teachers in curriculum development, classroom management and professional enhancement.
- Grade Level Mentors are assigned to assist teachers with the implementation of new Department of Education curriculum mandates.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Jose Ruiz	District 08	Borough Bronx	School Number 424
School Name The Hunts Point Middle School			

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

Principal Sonya Johnson IA	Assistant Principal Myra VanMoore IA
Coach	Coach
ESL Teacher Bryan McGuinness	Guidance Counselor Jeanette Rivera
Teacher/Subject Area Juana Jaime/Bilingual Math	Parent
Teacher/Subject Area Isabel Quinones/IEP Teacher	Parent Coordinator Wanda Cabrera
Related Service Provider	Other
Network Leader Elmer Myers	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	410	Total Number of ELLs	72	ELLs as share of total student population (%)	17.56%
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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. [🔗](#)

The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls their child in our school, they sit down with the ESL coordinator (licensed pedagogue in charge of the LAB-R test) and the parent coordinator. The parent coordinator is used as a translator to make sure that the parent or guardian understands how to fill out the HLIS. If the parent or guardian cannot speak English or Spanish, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of their admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using the provided transparency to check against the cut off scores before it is sent to the ISC. Spanish-speaking students, who are tested but are unable to answer any questions, or score below the advanced level, are placed in the bilingual class unless the parent chooses a different program. Students who score at the advanced level on the LAB-R are encouraged to be placed in a monolingual class with ESL services, but ultimately it is the decision of the parent. The Spanish LAB is administered to students whose home language was identified as Spanish on the HLIS within ten days of entry into the school. Students who pass the LAB-R test are not flagged as ELLs and do not receive language services.

Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they are able to pass. The ESL teacher, bilingual teacher, and other licensed pedagogues administer the exam. Only the students who show up on the RLER list on ATS are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and testing coordinator group students according to grade level and testing modification. The speaking portion of the test is entirely administered by the ESL coordinator, one student at a time. The remaining three portions of the test are administered by the ESL coordinator, bilingual teacher and other licensed pedagogues, chosen based on scheduling flexibility.

Parents are invited to information sessions on the different ELL programs available in the school, hosted by the ESL coordinator. The sessions are available in the native language, and parents ultimately choose which program is the most appropriate for their children.

Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language by mail. The parent coordinator and ESL coordinator make sure that parents return the parent surveys and program selection forms and that they attend information sessions. At the information sessions, parents are able to read brochures in their native language which describe the different programs available (TBE or free-standing ESL). They also watch an information DVD describing the program choices in English and their native language. The parent then completes and turns in their completed parent survey and program selection form to the ESL coordinator. The ESL coordinator keeps the original copy and the parent coordinator keeps a copy of these forms as well as the placement letters and entitlement letters. The ESL coordinator and parent coordinator also notify parents when a student could be transitioned from bilingual to monolingual classes with ESL. This is usually based on a student's test scores on the NYSESLAT. The final decision is up to the parent. These meetings and conversations with parents are translated by the parent coordinator (for Spanish-speaking parents) and other translation services are available if necessary for other languages. Spanish-speaking students who do not return the parent choice form are placed in the bilingual class as per their LAB-R scores. Our school does not have a dual language program. Although a trend has begun, in which parents want to move their students out of the bilingual program mid-year, there has been no decision to dissolve the program because there are enough parents who request a bilingual setting for their children. Nevertheless, if more parents start to choose self-contained ESL for their children, we might accommodate them by creating self-contained ESL classes in each grade.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							4	4	11					19
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							17	19	17					53
Push-In														0
Total	0	0	0	0	0	0	21	23	28	0	0	0	0	72

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	17
SIFE	5	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	12

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	19	0	0	1	0	0	0	0	0	20
Dual Language										0
ESL	22	4	2	18	1	11	12	0	4	52
Total	41	4	2	19	1	11	12	0	4	72

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	4	11					19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	4	4	11	0	0	0	0	19

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							14	17	14					45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							3	1	1					5
Haitian														0
French								1	2					3
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	17	19	17	0	0	0	0	53

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?

TBE (heterogeneous, ungraded): At our school there are two ELL instructional models in place. There is one transitional bilingual class (TBE) for beginner and intermediate students in all grades (6-8). Students in these classes receive some content area instruction from other teachers in English (i.e. ESL, health, music, technology), but math is taught by their homeroom teacher in Spanish and supplemented by AIS. Students are taught math in both Spanish and English (as well as science and social studies). Spanish is used to help transfer knowledge from the first language to the second language (English). The school year begins with students receiving the majority of their math instruction in Spanish (approximately 75%) and ending with students receiving only around 25% of their instruction in their native language. (ESL 360 min/wk; NLA 90 min/day)

ESL Pull-out (heterogeneous, ungraded): There is one ESL teacher who provides services for all ELLs in the school. ESL is programmed into their schedule when their homeroom classes are receiving other content area instruction. Groups were arranged around the school's program schedule, but most students only miss ELA and Social Studies classes to have ESL. There are 7 scheduled groups that meet each week, each with approximately 5 to 20 students. There are two groups of 8-10 beginner and intermediate students who have been in the US for less than 4 years (mixed language). There are three groups of 8-10 advanced long-term students that work on the English 3D program. There are two other groups of beginner and intermediate IEP ELLs (grouped together because of scheduling blocks and conflicts with related services). The native language is only used in order to get one-on-one support. The pull-out program has an emphasis on

A. Programming and Scheduling Information

improving vocabulary and reading and writing fluency. Differentiated instruction is implemented in both the bilingual class and ESL pull-out classes in order to provide the best possible support to our ELLs. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and the writing process are present in all program models to enrich language development. (ESL 180-360 min/wk; ELA 180 min/wk for Advanced)

Students in the bilingual class receive the mandated 360 minutes per week of ESL instruction per week for beginning and intermediate ELLs. They receive ESL instruction from the bilingual teacher each day, and also receive direct English instruction from the ESL teacher 3 times per week in the computer lab, where they use interactive websites and software to improve language fluency. The bilingual class has explicit NLA instruction daily, and also through content areas of science, math and social studies. They receive science, social studies and math instruction in Spanish and English from the bilingual teacher.

All ELLs receive at least 180 minutes of ESL instruction per week, which fulfills the advanced students' mandate for ESL. Beginner and intermediate students who have less than 3 years of ESL services are pulled out for additional ESL periods to fulfill the 360 minutes of mandated ESL instruction. A small portion of students, mainly long-term ELLs who once tested as advanced, are not currently being fully serviced. They receive partial services (180 minutes per week) because of high student-teacher ratio, spatial constraints and scheduling issues. There is only one licensed ESL teacher in the school to deliver ESL instruction. All ELLs outside of the bilingual class receive direct ELA instruction, and all ELLs in all programs, grade levels and proficiencies receive the required amount of instructional time in all content areas.

SIFE students, as well as other subgroups of ELLs receive differentiated instruction. Beginning and intermediate students who have been in U.S. schools less than three years are generally kept in the bilingual class to ensure that they receive native language instruction to sustain their achievement in core content areas. They will be transitioned from their native language to English, without losing ground. Programs such as Rosetta Stone and Duolingo are used for foundational English skills and literacy development. ELLs placed in monolingual classes who have been receiving services for less than six years are pulled out for small group instruction. This acts as a supplement to their ELA instruction, aiming to improve vocabulary, reading comprehension, writing, and fluency. The goal for these ELLs is to achieve an advanced or proficient score on the NYSESLAT exam. Long-term ELLs at our school are a large group. In many cases their NYSESLAT scores do not reflect their language abilities. Therefore the main focus for these ELLs is to pass the NYSESLAT. ELLs with special needs are grouped according to their level of proficiency. All students with ESL services indicated on their IEPs are served as per their IEP. Students who have bilingual instruction indicated on their IEPs are assigned alternate placement paraprofessionals. Most of our ELLs with special needs are placed in ESL groups with general education students. However, there is one group of long-term beginner and intermediate ELLs with IEPs. This class focuses mainly on the writing process and vocabulary building.

Courses Taught in Languages Other than English

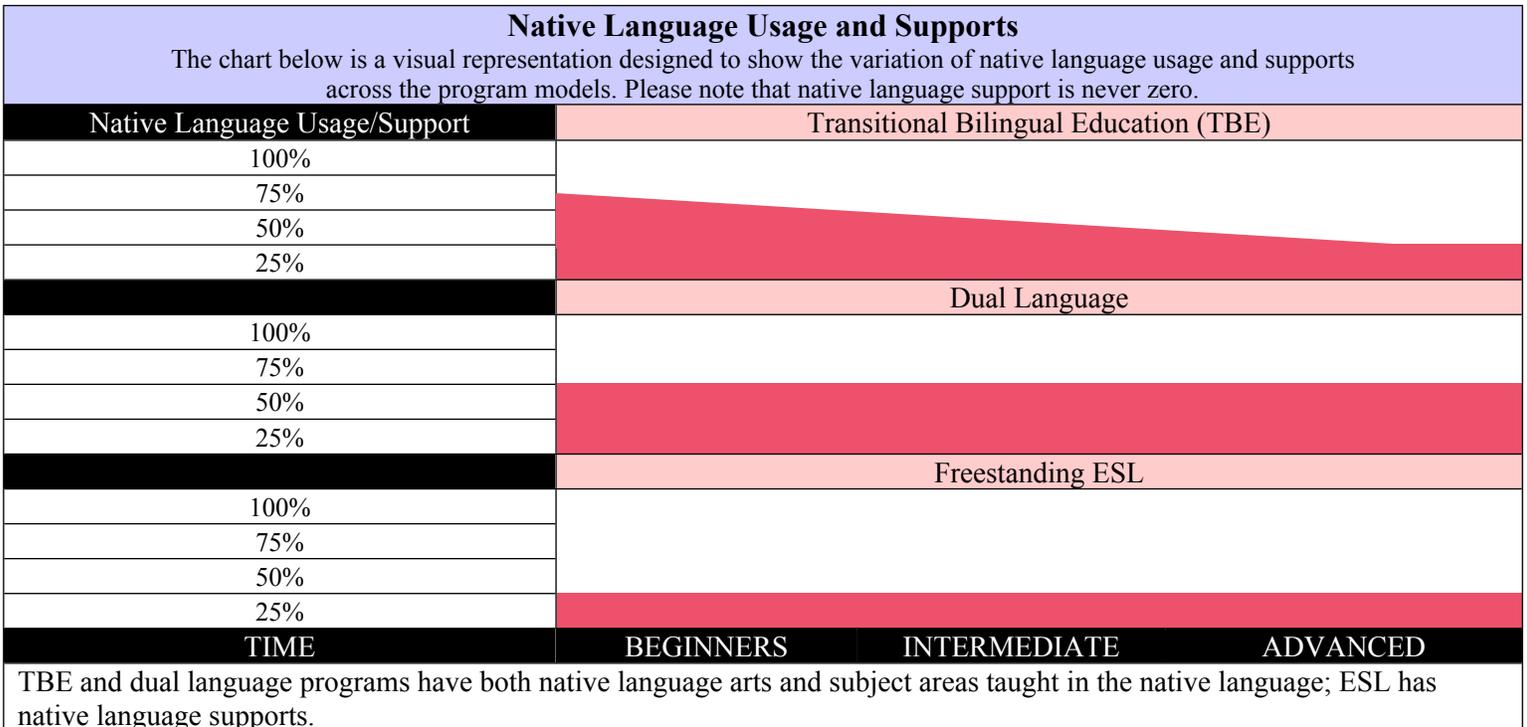
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

For the time being, the plan for next year is to keep the bilingual and ESL programs in place. However we are open to considering different organizational options, but this mainly depends on the numbers of students who enroll in each type of program, as per parent request. The ESL program was successful in placing the majority of ELLs in one seventh and eighth grade class to improve instruction and organization, but we are trying to come up with a way to screen incoming ELLs before the school year starts to create an ELL class in the sixth grade as well. Having all general education ELLs in the same monolingual class in each grade would maximize the efficiency of both pull-out and push-in models, and allow for flexibility and more individualized attention within the program. More academic interventions and programs for ELLs will also be investigated for next year, specifically for the bilingual class. All ELLs are eligible for and encouraged to join the non-school based enrichment programs hosted at our school by CityYear and Graham-Windham.

AIS (pull-out Academic Intervention Services) is available for ELLs in ELA, math and all other content areas. It is available for ELLs in Spanish for all subjects, but we are unable to service students with other native languages. Many of the students who are pulled out for AIS services throughout the day are ELLs. CityYear also runs an after school tutoring program that services many of our ELLs. The ESL coordinator acts as a personal liaison with City Year and encourages newcomer ELLs to join the program in order to take advantage of the additional language and academic support that is offered. ELLs who reach proficiency on the NYSESLAT are closely monitored for the continuation of language support, but do not explicitly receive ESL services. These students are granted testing accommodations (extended time) on state exams for two years after they have scored proficient on the NYSESLAT.

All students in the school (ELLs included) are involved in the 100 Book Challenge program. All classrooms, including the ESL and bilingual classes, now contain SmartBoards and are used on a daily basis to enrich instruction and cater to different learning styles. There are two internet-linked computer labs (desktop and laptop), one of which is available at request for all classes. Laptops are also available to be brought into the classroom to assist instruction. Bilingual and ESL groups both have the privilege to use this facility to facilitate their instruction insofar as the instructor has put in a request. ELLs are able to participate in the Dimension-M (math) and Dimension-L (literacy) game programs. Each student is able to bring home a CD with the game that helps them with math and literacy skills through repetition in a video game format. They are also being targeted as a subgroup to participate in the HeadSprout program that focuses on literacy skills, such as reading comprehension. This is also available to students from their home computers, and parents are also given access to monitor student progress. Beginner students in both monolingual and bilingual classes use Rosetta Stone software and the free language website, Duolingo, to help build a foundation in English, especially oral fluency. The bilingual class has the following native language materials: math, science and social studies textbooks (by grade), Spanish reading books, Spanish dictionaries. They also have bilingual glossaries for math, science and social studies. Pull-out beginner and intermediate ESL groups use graded ESL textbooks and workbooks (Scott Foreman) for sixth, seventh and eighth grade. Long-term Advanced ELLs are using the Scholastic English 3D program that is being piloted in schools with large long-term ELL populations. French and Arabic dictionaries have also been purchased on an individual basis for ELLs from West Africa and the Middle East. Currently there are no language electives available at our school for any students and we offer no activities specifically for ELL students before the beginning of the school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ELL personnel at our school (bilingual and ESL instructors) are informed of and encouraged to attend the various professional development opportunities offered throughout the year (i.e. Bronx BETAC). In addition, the testing coordinator has raised awareness of the school's ELLs through both the Math and ELA Inquiry Teams, focusing on ELLs in both subject areas and working with a team of teachers to evaluate data and determine the best practices and strategies to serve the population. The testing coordinator and assistant principals (who also head these Inquiry Teams) disseminate this information at grade level and content area teacher meetings, which are held regularly.

The parent coordinator, ESL coordinator and bilingual teacher are responsible for organizing and implementing specific professional development opportunities for all staff. This informs our teachers and related staff to of available programs and best strategies that may be helpful in the classroom. All teachers will also be encouraged to attend ELL training outside of the school, which may be arranged at any point in the year.

The guidance counselor at our school is bilingual (Spanish-English) and capable of assisting all ELLs in choosing an appropriate high school. They are supported throughout the process by counselors and also their ELL providers (bilingual and ESL instructors). They are informed of the kinds of ELL programs available in high school and what is to be expected as they transition to ninth grade.

E. Parental Involvement

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

Our bilingual parent coordinator works with our ESL teacher and bilingual IEP specialist to address the needs of ELLs' parents. Spanish-speaking staff are always available for translation services during meetings with parents and if necessary, translation services for other languages are available. Parent meetings with the parent coordinator, ESL coordinator, guidance counselor and IEP specialist are encouraged to address any issues that parents may have. Information sessions for program placement are available for the parents of newly arrived ELLs. Also, the parent coordinator and ESL coordinator have planned for development programs for the parents on how to facilitate their child's acquisition of English through both academic and recreational activities that involve reading or math (i.e. cooking at home). Parent needs are measured by the official school survey, which has an excellent return rate, as well as the parent survey distributed with the initial entitlement letter. After-school and Saturday programs are offered, and workshops take place to show parents how these programs are integral to the academic success of their children. Currently no outside agencies or Community Based Organizations are used to provide services or workshops specifically to ELL 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)							5	5	15					25
Intermediate(I)							4	5	7					16
Advanced (A)							12	13	6					31
Total	0	0	0	0	0	0	21	23	28	0	0	0	0	72

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	3	0				
	I							1	2	8				
	A							9	8	4				
	P							6	7	10				
READING/ WRITING	B							2	3	9				
	I							3	3	6				
	A							12	13	7				
	P							0	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	12	4		21
7	13	5			18
8	14	6			20
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	3	1	8	0	11	0			23
7	5	0	12	3	1	0			21
8	2	4	7	6	2	1			22
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests

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

The school mainly uses the American Reading: 100 Book Challenge color-coded assessment to assess the early literacy skills of our ELLs. Students are informally tested using this assessment. The cards used to assess are color-coded, meaning each color represents a grade level in literacy (for example Red is equivalent to a 2nd grade reading level). The information gleaned from this assessment helps our teachers of ELLs when they are creating lesson plans, choosing texts, grouping students and differentiating instruction. It also can help indicate which students need AIS that targets literacy skills.

The data analysis of our ELL population shows that of the 53 ELLs who are in monolingual classes, 17 have IEPs (about 35%). Therefore one of our priorities is to focus attention on these ELLs. Also, 30 of the 53 ELLs in monolingual classes have been serviced for more than four years, 12 of whom have been serviced for more than six years. Therefore we need to address why these students are unable to perform on the NYSESLAT. We need to ask ourselves is it a language issue or a cognitive issue? The data shows there are more beginner (21) and intermediate ELLs (23) than advanced (28) level ELLs. Eighth grade has the greatest number of beginner ELLs (15). The seventh grade has the greatest number of advanced ELLs (13). There are only 6 advanced ELLs in the eighth grade. Speaking and listening proficiencies, even among the majority of the beginning students, are advanced or proficient across all grade levels. NYSESLAT scores show that reading and writing are the most difficult modalities for our ELLs, particularly writing. As a result of this data, vocabulary, reading comprehension, and the development of writing through graphic organizers and other methodologies are implemented in ELL instruction. The 100 Book Challenge tailors a vocabulary and reading program for each individual student, enabling them to progress in reading. Writing workshops are implemented to improve ELLs' writing fluency in English. AIS during and after school as well as Saturday programs are available to these students to improve reading and writing skills.

Out of 49 students tested, no ELLs scored a 4 on the ELA exam last year and only four scored a 3. The majority of ELL students (32) scored a 1 on the ELA exam. We only had 23 ELLs score a level 2. Last year, 51 ELL students took the math exam in English and 19 ELL students took the test in Spanish or had translation services in another language. According to the data, a higher percentage of students who took the test in Spanish scored a 1 on the math exam. No ELLs scored a 4 math exam (in any language). Students in the TBE class are scoring lower on English periodic assessments than students in free-standing ESL. The data from periodic assessments helps to determine AIS groups, which are pulled out by a variety of content teachers to focus on certain strands that are highlighted as weaknesses on these assessments. The school is learning ELL's reading levels, and their strengths and weaknesses on different strands in math and ELA through periodic assessments. The data shows that ELLs are lower in math and ELA than the rest of the school population, especially ELLs in the TBE class. According to the ELL periodic assessments, we know which modalities each student needs to work on (reading, writing,

listening). As a result, the ESL, bilingual, and AIS teachers can focus on certain strategies and create appropriate groupings based on the data. Periodic assessments are available in Spanish for the TBE class, but they are not available in native languages other than English or Spanish. Programs for ELLs are evaluated based on data, as well as parent and teacher feedback. As a result of low scores in math and ELA for the TBE program, we know that we must use specific resources and interventions to help these students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Hunts Point Middle School</u>		School DBN: <u>08X424</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sonya Johnson	Principal		1/8/13
Myra Van Moore	Assistant Principal		1/8/13
Wanda Cabrera	Parent Coordinator		1/8/13
Bryan McGuinness	ESL Teacher		1/8/13
	Parent		
Isabel Quinones	Teacher/Subject Area		1/8/13
Juana Jaime	Teacher/Subject Area		1/8/13
	Coach		1/1/01
	Coach		1/1/01
Jeanette Rivera	Guidance Counselor		1/8/13
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name: The Hunts Point Middle School

School DBN: 08X424

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 08X424 School Name: The Hunts Point Middle School

Cluster: 6 Network: 07

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

Part A: Needs Assessment Findings

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

Translation and interpretation services are provided to the parents based on the languages reported through the home language survey, registration paperwork, blue emergency cards, and the ATS report RHLA (home language aggregation report.) Upon entering the school building there is a Language Poster posted on the wall by the sign in desk. If needed, the parent can point out their native language on the poster. While registering their children parents fill out the Home Language Survey indicating the language spoken at home. In addition, when parents fill the Blue Address Cards they check off which language they want to receive information in. There is also a copy of the Language Identification Card in each registration packet in case it is needed. The information compiled is used to identify the languages needing translation services. We will also use L.I.S Interpretation.

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.

In our school's population, Spanish is the major language in need of translation. We also have one family of each of the following languages: French, Wolof, Arabic, Fulani and one Twi speaking family. Data compiled is disseminated to the staff via memo and e-mail format. Each administrator and teacher were advised on the language spoken at home in case contact was required during the school year.

Part B: Strategies and Activities

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

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.

The school will provide oral interpretation via school staff (e.g. teacher, secretary, school aides and parent coordinator.) When an appointment is set up, translation is also set up for the parent. If the parent walks in there is enough staff that can provide the translation services. If needed, oral interpretation can be conducted via the phone from the Translation & Interpretation Unit.

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

The school provides written translations of flyers, letters, and other notices sent out to parents. This data is also posted at the school's main entrance, on the school's bulletin boards, and outside message board. Multilingual poster is displayed at the main entrance and parents can point to their language enabling staff to provide the correct translation and/or interpretation. Information being sent out to the parents is translated in-house by school staff e.g. teacher, secretary, school aides, and parent coordinator as soon as it is prepared. Forms are downloaded from the Department of Education's website as needed. If needed the school also utilizes the Translation & Interpretation Unit provided by the Department of Education.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Hunts Point Middle School 424	DBN: 08X424
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 71
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Hunts Point Middle School has been experiencing an increase in beginner English language learners. We have one ESL and one bilingual teacher servicing 71 students in grades 6, 7 and 8 spanning six different languages. Our school is faced with the difficult task of opening the channels of conversational and instructional communications with students speaking Spanish, French, Arabic, Fulani, Lingala, and Wolof. We are utilizing the Rosetta Stone software purchased last year and a series of translation websites, and are about to implement the ELLIS software.

At the Hunts Point Middle School we would like to continue to leverage the power of technology to move new immigrants to fluency and proficiency in all subjects. We have 38 ELLs who have been in America for less than 3 years and 37 who are beginner or intermediate ELLs according to the NYSESLAT test. Therefore we would like to increase our number of laptops (10) and iPads (20). The laptops will increase our capacity to have students using technology in school to individualize their learning experience through the ELLIS program, Rosetta Stone and supplementary websites. The iPads will be used for individual student translation in class, as well as the myriad of applications that are available for purchase on iTunes. There are applications for flashcards and vocabulary builders using visuals, translators, listening and reading activities, pronunciation assistance and beginner writing activities especially for learners transferring knowledge from languages that do not use a Latin-based script (i.e. Arabic). Both the laptops and iPads also give these students access to native language resources that are lacking, especially in content areas such as math, science and social studies. ELLs in all grades will have access to iPads for using applications and laptops for using the ELLIS program. The iPads will mainly target beginner students in a group setting, but will also be used by more advanced students who are in a monolingual setting and still need assistance in comprehension. The beginner group will require a teacher to guide them, and therefore a projector is needed to show students how to properly use the applications and software. An after school program will be designed to target the beginner students who may not have computer access at home, and therefore money for per session is needed. The ESL certified teacher will facilitate and monitor IPAD Supplementary Instructional Support during the mandated ESL support time based on student English Proficiency level five times a week.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: English 3D materials will need to be replenished. The ESL teacher has attended professional development through Scholastic to administer the program, which targets advanced, long-term ELLs. Another teacher set is needed, as well as 40 more consumable Reading & Writing Portfolios. This year we have 34 advanced students and next year there may be more. The program focuses on the needs of long-term ELLs, mainly focusing on the understanding and use of precise, higher-level vocabulary. It aims to create a better fluency in all aspects of language: reading, writing, listening and speaking. It can help these advanced students make gains on the ELA exam, as well as the NYSESLAT. Class sets of Getting Ready for the NYSESLAT and Beyond are needed to help the advanced students score proficient on the NYSESLAT. The workbooks help students understand the format of the test, and will benefit students advance on the test, but also help first-year students feel at ease and score well when they are given the NYSESLAT for the first time in May.

Part D: Parental Engagement Activities

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

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

Begin description here: Family involvement is critical to language learning. There are several community programs available to school students and their families. We will work with our Parent Association and after-school programs to provide further learning opportunities for students and their families through these programs and materials to address the great diversity of the ELL population and increase our ability to communicate with these families effectively. Parents will be notified through letters sent home in a language they can understand.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		