



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BLUEPRINT MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X562

PRINCIPAL: TYNEKA HARRINGTON

EMAIL: THARRIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tyneka Harrington	*Principal or Designee	
Craig Jiles	*UFT Chapter Leader or Designee	
Mildred Hargrove	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Rebecca Sanchez	Member/UFT	
Elaine Centeno	Member/UFT	
Jose Rivera	Member/UFT	
Aris Maldonado	Member/Parent	
Nicole Tomlin	Member/Parent	
Zenaida Rodriguez	Member/Parent	
Zaimoon Ally	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, the overall attendance rate for the entire student body in grade 6 at Blueprint Middle School will be 93% as measured by ATS attendance data reports.

Comprehensive needs assessment

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

We are a new school that opened its doors to students in September of 2012. Attendance is a major priority for our school, as attendance rates have been shown to have a high correlation with student achievement. According to greatschools.com, "...attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent." As a school community we are dedicated to ensuring our students have high attendance rates.

Instructional strategies/activities

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

Strategy – Establish an attendance team to identify trends and subgroups of students that are in danger of not meeting the specified goal (93%attendance rate)

Professional Development – PD will provided on the following topics:

- 1) Using ARIS
- 2) Communicating with Caregivers
- 3) Analyzing attendance data
- 4) Developing Intervention Strategies

Target Population(s) – We will target students with an attendance record of less than 93% for the prior school year and/or current school year

Responsible Staff Members – Principal, attendance teacher, guidance counselor, secretary, community associate and teacher(s)

Implementation Timeline – June 2012 through June 2013

September thru June –

- September-- Classroom teachers and community associate target students on ARIS with attendance less than 93% for prior Year. Guidance Counselor will meet with student and parent and establish the student attendance goal.
- Student Orientations that took place in June and August emphasized the importance of attendance
- Attendance committee will monitor attendance monthly for patterns and trends
- School Secretary will contact the parents of students who are absent and/or late each day and request the reason for absence or lateness

- Parent Newsletter will emphasize the importance of attendance and will feature the attendance statistics for the school including the homeroom with the highest attendance
- Attendance will be discussed at the monthly Parent Teacher Student Staff Association (PTSSA) meetings
- Monthly meetings with the attendance committee to review the attendance of specific students and create action plans for students whose attendance falls below 93%
- More than two lateness's per week will result in detention on Friday after-school to make up missed instructional time (See Chancellor's Regs B04 – intervention method)
- Excessive absences will result in visits from attendance teacher and parent meetings
- Attendance will be discussed and reviewed monthly in grade team meetings to brainstorm various strategies and incentives to encourage a high attendance rate
- Student incentives created for high attendance rates
- Perfect Attendance and Attendance Improvement celebrated each trimester in awards assembly
- Attendance will be discussed in class meeting so students understand the importance of attendance in school and career
- Display a Monthly Attendance Bulletin Board highlighting perfect attendance and class attendance percentages
- Celebrations for Perfect Class Attendance/Punctuality
- Maintain and review log of phone calls made and letters sent to parents to evaluate improvement in attendance and lateness
- Compare unit assessments of students who have attendance 93% and above vs. students whose attendance falls below 93%

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Hold PTSSA Meetings with a focus on attendance
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Institute Family Contracts
- Conduct parent workshop on attendance expectations, policies and procedures
- Translate all critical school documents and provide interpretation during meetings and events, as needed
- Provide written and verbal progress reports that are periodically given to keep parents informed of their child's progress

Budget and resources alignment

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

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Purchase individual incentives to encourage and reward attendance
- Purchase incentives for class celebrations
- Purchase postage to support parent contact related to attendance
- Per Session allocated to support monthly Attendance Committee Meeting
- Per Session allocated for secretarial duties in support of attendance (phone calls to homes, mailings, etc.)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 75% of scholars will demonstrate gains in using evidence from nonfiction text to support an argument in 6th grade Social Studies and English Language Arts, as demonstrated by growth between baseline and summative assessments using a teacher-developed writing rubric.

Comprehensive needs assessment

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

According to the 2012 NYS ELA Exam, 69% of the students at Blueprint scored at Level 1 or 2 on the literacy assessment. Results from our most recent Benchmark Assessment showed that our students showed significant weakness in developing text-based arguments in writing. According to the *Common Core State Standards for English Language Arts*, “(the standards) are in place in order to help ensure that all students are college and career ready in literacy no later than the end of high school.” In order to prepare our students for college admission and completion, tasks will be created school-wide to ensure literacy competence. The tasks created will be Common Core aligned, assessed and data analyzed to show progress of students.

Instructional strategies/activities

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

Implementation Timeline – September 2011 through June 2012

- Teachers will develop at least 3 Common Core-aligned tasks that incorporate opportunities for students to read non-fiction texts, develop a text-based argument and support the argument using evidence
- Teachers receive monthly literacy professional development from Teacher’s College Reading & Writing Project on CCLS aligned units of study
- Teachers develop unit plans aligned to CCLS Standards using the Understanding by Design (UBD) framework
- Teachers create CCLS aligned writing tasks that require students to read non-fiction texts, develop a text-based argument and write text supported arguments
- Teachers meet weekly to analyze formative assessment data, identify students in need of re-teaching and formulate individual and class re-teaching plans
- Teachers will use this information to plan for students individually (using CCLS) in order for them to show progress in using evidence based arguments in ELA
- Student portfolios will contain the Common Core aligned tasks with teacher comments and revisions, where appropriate
- Create opportunities through our class meetings for students to use their voice in support of social action
- Teachers will meet weekly to develop Common Core aligned units and collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments
- Teachers meet weekly in Common Planning meetings to assess student work and plan lessons that demand evidence to support claims

- Student after-school clinics to improve in areas of struggle (3 times per year)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy
- Providing assistance to parents in understanding Common Core State Standards
- Schedule parent meetings to share information about the school's educational program
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and resources alignment

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

_____ Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- After-school materials consumables to be used during extended day
- Partnership with Teacher's College Reading & Writing Project for literacy professional development
- Teacher per session for after school instruction in literacy
- Weekly Teacher per session for professional development, planning and assessment creation
- Consumable instructional materials for use during the regular school day

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, 75% of students will make progress on a Common Core aligned math task where students will be asked to demonstrate and effectively communicate their mathematical understanding.

Comprehensive needs assessment

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

According to data from the 2012 NYS Math Exam, 55% of students in Blueprint scored at level 1 or 2 on the assessment. In order to prepare our students to meet the new rigors of the Common Core State standards, for college and the world beyond, mathematical tasks will be created school-wide that require students to reason and show a deep understanding of the mathematical concepts studied. The tasks created will be Common Core aligned and the data will be analyzed to assess student progress.

Instructional strategies/activities

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

September thru June 2013

- **Scheduling** – Create opportunities (Common Planning Time, Lunch and Learn, After School/Saturday Sessions) for staff to meet and plan CCLS tasks and to analyze student work in order to identify instructional goals
- Research Singapore Math Program which appears frequently in the research used to arrive at the Common Core State Standards.
- Purchase and use of Connected Mathematics Program, which uses problem solving as the foundation for the exploration of mathematical concepts
- Unit outlines developed using the Understanding by Design (UBD) framework, aligned to CCLS Standards
- Professional Development on the use of questioning in instruction
- Teachers meet weekly to discuss students who are struggling and students who need enrichment. Teachers will use this information to plan or students individually (using CCLS) in order for them to show progress in using evidence based arguments in Math
- Teachers meet weekly in Common Planning meetings to assess student work and plan lessons that demand effective mathematical communication
- Teachers meet weekly to plan Common Core aligned units of study and develop small group and re-teaching lessons
- Teachers meet weekly to create Common Core aligned assessments and rubrics and to analyze assessment data
- Staff will be trained in collecting regular formative data and using the data to develop lessons
- After-school program to provide additional instruction to students who are not meeting standards in math

Strategies to increase parental involvement

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

- Foster 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
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology

Budget and resources alignment

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

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

_____ Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- After-School Program materials (consumable)
- Weekly teacher per session to plan Common Core aligned units
- Weekly teacher per session to create Common Core aligned tasks, assessments and analyze data
- Purchase Connected Mathematics Program

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

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	Close reading, interactive writing	Small Group	Extended Day, during the school day, after school
Mathematics	Skills work, re-teaching	Small Group Tutoring	Extended Day, during the school day, after school
Science	Close reading, interactive writing	Small Group	During the school day
Social Studies	Close reading, interactive writing	Small Group	Extended Day, during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling sessions led by the Guidance Counselor	Individual, Small Groups	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Multiple strategies will be utilized recruit staff for future employment opportunities at Blueprint Middle School. This includes but is not limited to: Attending Job fairs, posting employment opportunities online, Informing universities of vacancies, Informing alternate-teacher certification programs such as Teach for America and the New Teacher Project of vacancies, and word of mouth.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers
- Principal has established a multi-step interview process
- Principal has established an interview rubric by which all candidates are evaluated
- Mentors are assigned to support new teachers
- Utilize the book Rigor is Not a Four Letter Word by Barbara R. Blackburn in a Study Group to assist teachers in creating rigorous tasks that are evidence based
- Year-long Professional Development with Teacher's College Reading & Writing Project
- Science Professional Development with the Salvardori Institute
- Partnership with a successful Bronx middle school through the Mentoring Excellence Program
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- Teachers receive laptops for instructional use
- Teacher access to professional development opportunities outside of the classroom

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

**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 Marina Cofield	District 08	Borough Bronx	School Number 562
School Name Blueprint Middle School			

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

Principal Tyneka Harrington	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Jose Rivera	Guidance Counselor Rebecca Sanchez
Teacher/Subject Area Cristian Avila/Humanities	Parent Mildred Hargrove
Teacher/Subject Area Jose Rivera/Science	Parent Coordinator type here
Related Service Provider Keisha Adams	Other type here
Network Leader Marina Cofield	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	96	Total Number of ELLs	15	ELLs as share of total student population (%)	15.63%
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Part II: ELL Identification Process

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

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

1. When new students are enrolled, the Home Language Identification Survey (HLIS) is completed by the parent or guardian and facilitated by one of our trained teachers (Humanities Teacher: Mr. Avila) will complete this portion. As part of the enrollment process an informal oral interview in English or in Spanish is conducted. Based on an analysis of the answers to the HLIS and the informal interview students who qualify to take the Revised Language Assessment Battery (LAB-R) are administered this test by the testing coordinator (Ms. R. Sanchez) within the first 10 days. The LAB-R is hand scored by the administering teacher and if the student qualifies for ESL services the parents are contacted.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered with the same high level accountability as another other state test. Letters will be sent home to parents to notify them about the days and times of the test, information is provided in both English and Spanish so that parents are informed. All our ELL students will be administered the NYSESLAT by our Humanities teacher.

2. The community Associate contacts parents or guardians of newly identified ESL students as per the LAB-R within 10 days of registration and asks them to come in to review the Parent Orientation Video (In native language) and to discuss their ELL program choices. During the parent orientation a pedagogue explains all ELL programs (dual language, free standing ESL and bilingual) and shares with the parents the programs available at our school. If a parent requires a program not available at our school, he/she is encouraged to visit the enrollment office for District 08 at Zerega Avenue. During this meeting parents complete the Parent Survey and may complete their Program Selection form indicating their choice of ELL program.

3. The school community associate will make sure that all ELL students receive an entitlement letter. Copies will be made for the school records and kept in the principals office in the ELL binder as well as with the testing coordinator. For all parent activities, meetings and home communications in writing, we ensure that adequate information is distributed by providing translations and information in English and Spanish. Our community associate provides information as to the programs, services and support available to our students and parents at our school. Our community associate will assist by following up with the parents to ensure the entitlement letters, parent survey and program selection forms are returned.

4. Currently our school offers a Dual language program. The principal in collaboration with teachers holds a meeting with the parent of the potential ELL students to discuss the placement options at our school. Based on the results from the LAB-R and observations made during the informal interview students are placed into the appropriate setting. Placement letters are distributed by the principal or Community Associate and copies are maintained in the principal office in the ELL binder as well as in the testing coordinators office. Continuation letters are also distributed as required and maintained in same locations. We try to honor all parent choices, if we have the numbers required to open the class. Translation is always available at our school for English and Spanish, all forms of communications are sent home in both languages, English and Spanish.

5. We are currently reviewing reports to gather specific numbers.

6. Our Dual Language program seems to be aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	14	Newcomers (ELLs)	2
Special Education	3		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	3	0	0	4	0	0	1	0	0	8
ESL	4	0	1	3	0	2	0	0	0	7
Total	7	0	1	7	0	2	1	0	0	15
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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							12							12
Chinese														0
Russian														0
Bengali							2							2
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	15	0	0	0	0	0	0	15

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													8	15					8	15
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	8	15	0	0	0	0	8	15

**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): 16

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1

Asian:

Hispanic/Latino: 14

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4							4
Chinese														0
Russian														0
Bengali							2							2
Urdu														0
Arabic							1							1
Haitian														0
French														0
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	7	0	0	0	0	0	0	7

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?

1. At our school we offer a Dual Language program and push-in ESL services. Our ELLs currently in the Dual language class, travel together as a group and are mixed heterogenously. They receive instruction in content areas in English with support in native Language in certain Sungject areas like Science. Others receive push-in support.

2. ELA is delvered in English for 450 minutes per week. ESL is delivered via a push-in model for the mandated time as per Part 154 and each individual student's requirements.

3. In our Dual Language program, ELA is delivered thorough a Humanities program of instruction, Science is delivered through a 50-50 model of English/Spanish instruction, Math is currently delivered in English (although we are currently seeking a licensed bbilingual math teacher to provide instruction through a 50-50 model), the Elective class is delivered in Spanish.

4. ELL students have a running record administered. Baselines and teacher made tests are administered to students in order access students understanding of content area material.

5. A balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of

A. Programming and Scheduling Information

learning are used in instructional practice to make content comprehensible and to enrich language development.

Instruction for ELLs is differentiated according to their proficiency levels and individually needs. Our instructional plan for ELLs in school less than three years is to provide occasional push in instruction to target vocabulary work and native language support (in Spanish). Since NCLB now requires ELA testing for ELLs after one year we plan to support this ELLs by familiarizing them with the ELA testing format and vocabulary while also using guided scaffold instruction that integrates strategies and skills similar to those incorporated into the exam. Students classified as SIFE, will be identified and serviced by a with push-in services.

Our school plans to help our ELLs who have been receiving services for 4 to 6 years as well as push our long term ELLs to proficiency by using individual data from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, and alterative assessments and observations to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas.

6. In order to best serve our ELLs with special needs we take into account the styles and settings in which these students learn best and differentiate our instruction to meet their needs.

Instructional materials including technology that are used to support ELLs include providing content in as many ways as possible so that students can see it, read it, write it, and practice speaking it. We also use Acuity, Vocabulary practice (cards, foldables, journals etc.), and skills/standards focused resources.

7. Instruction is delivered ELLs in a push-in collaborative co-teaching model and through our dual language program. A balanced literacy instructional approach along with the use of relevant contexts, an emphasis on key vocabulary and multiple styles of learning are used in instructional practice to make content comprehensible and to enrich language development.

Courses Taught in Languages Other than English ⓘ

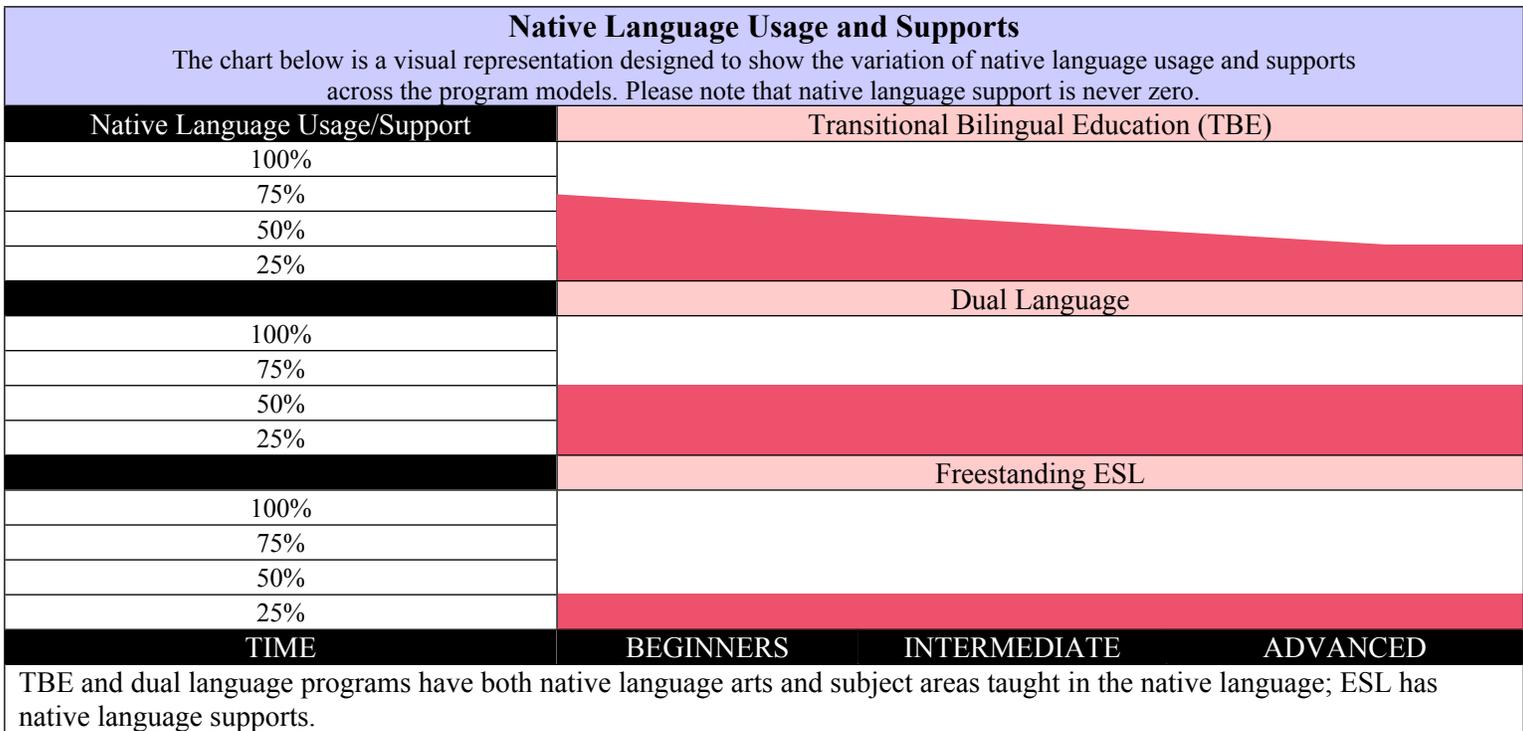
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

8. Targeted Interventions for ELLs in ELA, MATH, Social Studies and Science include but not limited to the following:

- A Balanced Literacy Approach
- Academically Rigorous Instruction
- Differentiated instruction
- Periodic/Interim Assessments
- Acuity
- Contextualization
- Extended day and after school programs that focus primarily on literacy and mathematics.
- Instruction provided to students is driven by students identified levels or identified areas in need of improvement.
- Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

In addition to all these instructional strategies, Administration and teachers use multiple sources of data (ELA/Math state scores, NYSESLAT, Acuity, Performance Scantron series etc.) to determine students performance and customize student needs for instruction. (create Individual learning goals)

9. Students who reach proficiency on the NYSESLAT will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. After one year of becoming proficient students will receive the proper testing accommodations. Their achievement and ongoing progress will continue to be closely monitored by all staff members and through goal setting and attainment.

10. We continue to look for ways to improve our instruction and try new strategies. This year we are looking into setting up instructional institutes afterschool, it is an optional program however, we are looking to see if we set up special grouping to include the ELL population by level based on NYSESLAT.

11. We are not looking to discontinue any programs.

12. ELLs are afforded equal access to all school programs in our building. Identified ELLs participate in instruction after school. In addition, we are looking to have our ELL's participate in upcoming academies over breaks to allow them access to test type materials.

13. Instructional materials including technology that are used to support ELLs include providing content in as many ways as possible so that students can see it, read it, write it, and practice speaking it.

14. Native Language support and encouragement is offered through texts that are available in both English and the students' native language. Also, our school uses dictionaries or glossaries and through oral translations, explanations or comprehension assessments offered by teachers.

15. The required services support and appropriately correspond to the student's ages and grade level.

16. Newly-arrived ELLs are assisted by the community Associate, guidance counselor and the language teachers before the beginning of

the school year.

17. ELLs are not currently offered language electives during the school day.

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

1. 40% of the instructional time is in Spanish.
2. EPs and ELLs are integrated 100% of the time. We use a push-in model for ESL instruction.
3. 450 minutes/week ELA, 135 minutes/week Science/Spanish, 135 minutes/week Science/English, 225 minutes/week Elective/Spanish
4. Side-by-side
5. Simultaneous

D. Professional Development and Support for School Staff

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

1. At Blueprint, the primary goal for professional development is to ensure that all faculties are engaged in professional discourse, learning, and reflection. The school provides support for our ELLs by providing high quality teachers. Weekly departmental meetings seek to define and implement the school's integrated curriculum. In the future, specialized personnel may train teachers in current ESL strategies methodologies in first and second language acquisition. In addition, a leadership team may develop instructional scaffolding techniques based on teacher and student needs. Best practices will be shared to support growth and development of the teaching faculty.

2. Ongoing professional development will be provided to all staff who service ELL students. All staff members will be encouraged to attend school and district wide opportunities for ELL professional development and would be supported in obtaining a bilingual or ESL extension.

3. The following workshops can be offered to ESL teachers this year.

- ESL through content area
- ESL/ELA curriculum align to state standards
- Students Portfolios Structure
- LAP policies
- Reports related to the ELL population
- Culminating Activities related to the unit of study
- Classroom library organization
- Data analysis
- Differentiated instruction

Participation will be recorded and maintained by collecting attendance sheets (sign in sheets), agendas, presentations and materials used during sessions. All this information will be maintained in the ELL binder.

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?

Blueprint has a strong commitment to our parents and community especially parents of ELLs, to ensure a smooth acculturation process. Our school creates an atmosphere of open communication with parents through school wide encouragement of second language through materials and communication.

1. Parents are a vital part of the Blueprint learning community. In addition to the quarterly report card conferencing, parents are kept informed and updated via several forms of communication.

These may include a monthly parent calendar, well planned informational sessions tailored to address the specific needs of our ELL community, open access to our teachers, staff and related services, i.e., counseling to address academic and or behavioral needs their children may have.

2. Currently, our school has yet to partner up with Community Based Organizations but we are looking into developing these partnerships for the 2013-2014 school year.

3. Our Community Associate will conduct informal meetings with our ELL parent community to garner insights and information related to their specific needs.

4. Informational sessions are planned and organized to accommodate the schedules of our parents. Since many of our parents work extended hours, informational sessions, workshops and activities are also scheduled for evenings.

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)							2							2
Intermediate(I)							2							2
Advanced (A)							11							11
Total	0	0	0	0	0	0	15	0	0	0	0	0	0	15

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	5			11
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		6		2				11
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		9						11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Our school uses TC Running records to assess literacy skills for our ELLS.
2. After looking at our data, we are observing that there is a relation among the performance level of students on the NYSESLAT Reading and writing and their performance on the ELA state exam.
3. As a result of students struggling in the reading and writing component of the NYSESLAT, we may focus on incorporating writing periods. The ESL teachers make instructional decisions, differentiate and provide support by scaffolding instruction.
4. We are seeking assessments for ELLs in their native language. Students who scored low on the reading and writing portions of the NYSESLAT also scored low (1 or 2) on the NYS ELA exam. We are using item analyses from the periodic assessment results to identify the discrete subskills on which students have demonstrated deficiencies and teach to those subskills during AIS and in-class small group instruction. We are learning that students continue to struggle with writing and vocabulary development.
5. We are seeking an assessment for beginning and intermediate Spanish language speakers to be administered at the conclusion of each trimester to assess language acquisition. Our English proficient students are at the beginning and intermediate levels of Spanish proficiency and have some facility with spoken language in Spanish, but little experience with reading and writing in the language. Our English proficient students are largely former ELLs and/or have the target language spoken in the home. Their performance on the State and City assessments is comparable with their ELL counterparts. Currently, 69% of our students are below grade level in literacy and 31% are below level in math.
6. We are in the process of identifying trends among our ELL population. The way we will determine the success of our program is based on the amount of students who have become proficient based on NYSESLAT.

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: Blueprint Middle School

School DBN: 08X562

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tyneka Harrington	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jose Rivera	ESL Teacher		1/1/01
Mildred Hargrove	Parent		1/1/01
Cristian Avila	Teacher/Subject Area		1/1/01
Jose Rivera	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rebecca Sanchez	Guidance Counselor		1/1/01
Marina Cofield	Network Leader		1/1/01
Keisha Adams	Other <u>Related Services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 08X562 School Name: Blueprint Middle School

Cluster: 01 Network: 101

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.

In order to assess written translation and oral interpretation needs, our school uses the RPOB report from ATS in order to ascertain each student's home language. For new registers, we use the home language surveys to gather data on the translation needs for parents families. In addition on our initial student information surveys, we ask families to indicate their preferred language of communication.

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.

Using the RAPL report from ATS, as well as information gathered from intitial student survey information, parent meetings, parent teacher conferences, etc. we have determined that approximately 29% of our familes speak and/or write a language other than English at home. The actual language data is as follows: Arabic 1%, Bengali 6%, Spanish 22%, English 71%. This data, as well as an RAPL report were shared with the staff, as well as procedures for requesting the appropriate translation services.

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 will provide written translation into Spanish of all official letters, curriculum information, calendars, report cards simultaneously with the original English text. Written translation is provided by our school staff, several of whom are bilingual English-Spanish. Families who are bilingual in languages other than Spanish (Arabic, Bengali) will receive materials translated by DOE translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation is provided for phone calls, conferences, meetings and public events for families who speak Spanish. Interpretation is provided by Spanish speaking staff members. In the case of family meetings, DOE translation services will be used for translation of languages other than Spanish.

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

As described above, our school provides in-house oral and written translation services for our highest percentage representation of parent/guardian home language. We reach out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents in the lower incidence languages represented in our school. Parents also utilize other adults, such as relatives, for language and interpretation services, as they choose. The school will provide each parent identified as requiring language assistance services an appropriate translated copy of the Bill of Parent Rights and Responsibilities. Signs in Spanish, Arabic and Bengali will be posted in the main office to indicate the availability of interpretation services.