



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** EAST SIDE MIDDLE SCHOOL  
**DBN (i.e. 01M001):** 02M114  
**Principal:** DAVID GETZ  
**Principal Email:** DGETZ@SCHOOLS.NYC.GOV  
**Superintendent:** MARIANO GUZMAN  
**Network Leader:** REX BOBBISH

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
David Getz	*Principal or Designee	
Melissa Nathan	*UFT Chapter Leader or Designee	
Geraldine Chadick, Heather MacAllister	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Maury Hanigan	Member/	
Amy Kanter	Member/	
Lauren Levy	Member/	
Caren Austen	Member/	
Jessica McInnis	Member/	
Denise Halpin	Member/	
	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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed
<b>School Leadership Team Signature Page</b>
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

To improve the ability of our students in our humanities and science classes to read and analyze claim statements. Students will be able to read non fiction texts and identify the claims and evidence used by the author , as well as categorize and evaluate that evidence. This is a three year goal. By June, of 2014, we expect our students will be able to consistently identify claims and categorize the evidence that goes with that claim.

### 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.

Formal and informal assessments have indicated our students struggle with the ability to

1. Identify when a claim statement is being made
2. Identify the evidence that is being used to support that claim
3. Identify how that evidence supports that claim
4. Categorize and weigh the value of that evidence

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Struggling readers: We have identified, through state test score results and teacher assessments, the students that could benefit from small group reading instruction with a focus on improving their ability to read persuasive essays that use claim statements and supporting evidence
2. We have placed those students into before or after school classes with less than 10 students in each class in which the teachers will focus on the goal of improving their ability to read and understand how authors use evidence to support claim statements.
3. We have begun working with our science teachers to improve the ability of their students to read and understand how writers use evidence to support scientific claim statements
4. We have begun providing our literacy teachers with staff development to help them improve their students ability to recognize claim statements, identify the evidence that is used to support those claim statements, categorize and weigh the quality of those claim statements
5. We have provided science and literacy teachers opportunities to meet with each other to coordinate their use of these strategies
6. We have engaged our science teacher, Ms. Duchatelier, to provide staff development to our humanities and science teachers on categorizing and weighing evidence

#### B. Key personnel and other resources used to implement each strategy/activity

1. Ms. Duchatelier will provide staff development to our humanities and science teachers on the categories and values of evidence
2. Mr. Getz will provide staff development to the same people on claim statements and reading non fiction texts
3. Ms. Nathan, our lead teacher, will work with ICT teams to provide staff development and support in this area
4. Ms. Silver, our learning specialist, will work with her pull out students in a lab format to allow us to study the impact of this work on struggling students

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Our primary target will be our lowest third readers who we have targeted for extended day reading and science literacy programs. We will be assessing their progress once a month
2. Our secondary target will be all of our students in our humanities and science classes. We will be continuously assessing their ability to identify and categorize claim statements, as well as identify, categorize and weigh the evidence used to support those claims. We will use teacher created assessments to evaluate the progress of this initiative.

#### D. Timeline for implementation and completion including start and end dates

1. We will offer baseline reading texts, after the last staff development session, to all of our students. We will offer summative assessments in June to compare the two assessments and to identify what is working and what's not.
2. This is a three year goal. This is the beginning of its roll out. This year will focus on adult learning and the beginning of implementation. We expect that our 6<sup>th</sup> graders from next year will be the measure of our success when they graduate ESMS 3 years later.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

No additional funds will be necessary to implement this program. We will be using our lead teacher, science teachers and the principal to provide staff development.

### **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).

We will be offering parent workshops in the spring. We will focus on articles from the New York Times.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #2**

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.

To increase the resilience of our students. Our goal is for our 8<sup>th</sup> grade students to be able to identify resilience skills and use them in role playing by June of 2014.

#### **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.

After years of working to make ESMS a safer, kinder environment, we recognized that our work would be incomplete without increasing the ability of our students to respond positively to adversity, stress and challenges. This need has surfaced time and time again from our grade meetings when teachers informed us about the signs of stress our students were demonstrating. We recognized that our students would benefit from skills that would help them navigate what appear to be daunting situations. Our work was also informed from interviews with our students and their parents, and it's been supported by the research of such people as Martin Seligman, from the University of PA., and from the writings of the journalists, Paul Tough ( How Children Succeed) and Emily Bazelon ( Sticks and Stones).

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. We've partnered with the NYU Child Student Center to have our 6<sup>th</sup> and 8<sup>th</sup> grade teachers, along with our administration and guidance counselor, trained in resiliency skills and the resiliency curriculum.
2. We've adopted and adapted the resiliency curriculum from the NYU Child Study Center to administer to our 6<sup>th</sup> and 8<sup>th</sup> graders. Its more modest version is given to all 6<sup>th</sup> graders during advisory for five weeks. The more sophisticated version, which includes strategies for dealing with drugs, alcohol and sex, is being administered to our 8<sup>th</sup> graders in a 12 week period.
3. We used the books, the Resilience Factor, Why Children Succeed, and will be using the book, Sticks and Stones as book club books for our parent community.
4. We have introduced a GSA program to help our students become more resilient when it comes to issues of gender and sexual identity.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. All of our sixth grade teachers who teach advisory have been trained
2. Our two eighth grade teachers, who are teaching the sophisticated resilience curriculum were trained by the NYU Child Study Center
3. Our guidance counselor and administration were trained by the NYU Child Study Center
4. We have reached out to the parent community to provide them with workshops from the NYU Child Study Center

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Our target populations are the 6<sup>th</sup> and the 8<sup>th</sup> grade. The introduction to resilience will take place in 6<sup>th</sup> grade, and the more detailed, sophisticated curriculum will take place with the 8<sup>th</sup> graders. The curriculum has assessments built into it, and we will use those assessments to evaluate our progress.

##### **D. Timeline for implementation and completion including start and end dates**

1. The timeline goes from September until June. Each homeroom is given a baseline assessment then a final assessment at the completion of the 12 week program.

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The program takes place during Tuesday 3<sup>rd</sup> period, when we offer advisory to the sixth grade and intensives to the 8<sup>th</sup> graders.
2. Staff development has already been offered to the staff. This began in June and concluded in August of 2013

3. Continuous staff development is provided by the administration.
4. NYU will be sending in speakers to the parent and student community in late spring, 2014

**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).

As mentioned above, we will engage the parents through book clubs, breakfast speakers from NYU and work on our SLT around Sticks and Stones.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA funds for the NYU program. We used per session funds for teacher. The curriculum is free.

**Goal and Action Plan #3**

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.

To improve our ability to track the literacy needs of our lowest performing readers. This goal will involve regular use of assessments in our extended day program and the recording of these assessments on a shared Google Drive document. The program will go from October until June, with the extended day teachers having completed at least 6 assessments of their students by June.

**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.

In the past, we have identified our struggling readers in the beginning of the year, but not focused on using regular assessments to inform our instruction and modify it as the year progressed. Our teachers in our extended day program tended to put more emphasis on instruction than assessment, and generally provided their struggling students with the same assessments they gave their whole class. As a result, their work was not always specific enough to provide us with useful information.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. We have introduced this year a third period to our extended day program in which teachers can review assessments and share that information on a Google Drive document. This document is shared by the teacher, the learning specialist, guidance counselor, administration and any other teacher who instructs that child during the week.
2. The learning specialist, the principal, assistant principal and the lead teacher are all working with a small group of struggling students to track their progress towards being able to read and write using claims and evidence. We will be using a variety of assessments to track the progress of the students and our own success. We will be meeting weekly to go over student work and modify our instruction based on these assessments.
3. We will be piloting new reading assessments to use with students who have been identified as struggling readers
4. We will be looking at student literacy work in the 8<sup>th</sup> grade to see how it reflects our instruction with our most struggling readers.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Our lead teacher; our entire humanities staff, learning specialist and the administration.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. We will be monitoring our Google Doc to see how regularly our literacy teachers are entering the information about their assessments. We will also be analyzing the usefulness of the information.
2. We will be looking to create a rubric for our targeted students in the above mentioned group to see how we can track the movement of our students to that goal. We will use student work to monitor that movement, as well as inform our instruction.

**D. Timeline for implementation and completion including start and end dates**

1. The program began in October and will continue until June
2. The targeted pilot group meets three times a month, and started in November 2013 and will conclude in June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The extended day program is weekly and involves our most struggling readers . They report to small group instruction twice a week, with teachers using the third period to look at student work.
2. The targeted pilot group meets 3x a week with Ms. Silver
3. The curriculum for the extended day program was designed by our special education teachers, along with our content teachers so that it aligns with our humanities curriculum.

**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).

Not applicable.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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.

To improve the ability of our students to record their observations, data, procedures, vocabulary, inferences and analysis in science class. The specific objective is to use our new science notebook format, and to use that notebook to provide source material for student work and discussions. This is ongoing and will be assessed throughout the year, after each unit

**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.

In the past, before we used our current SEPUP curriculum, the science notebooks of our students were haphazard and not necessarily useful. Assessments did not call on the use of notebooks, and research did not necessarily call on students recording their information in an accountable and useful way. Neither did class discussions.. We have discovered that having well organized science notebooks, help our students organize and keep track of their learning, vocabulary and key concepts.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. All students will be trained in the use of our new SEPUP student notebooks
2. All students will be assessed on the use of these notebooks
3. All assessments and projects will call upon the data and information in the notebooks
4. Classroom discussions will call upon students to support their arguments by referring to their student notebooks

**B. Key personnel and other resources used to implement each strategy/activity**

1. All science teachers and special education teachers working with the science teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The notebooks have their own rubric. We will be doing notebook checks throughout the year. This notebook assessment will weigh in the grading of the students

**D. Timeline for implementation and completion including start and end dates**

1. This is an ongoing program this is generally evaluated after each unit. It is cross grade, as all science teachers are using the same notebook format

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. We have purchased all the SEPUP curriculum and materials for our school. Our teachers were trained by the SEPUP trainers.

**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).

We will continue to host parent breakfasts in which we will talk about these notebooks with the parents. In addition, the notebooks will be discussed at parent/teacher conferences.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

PTA funds paid for our curriculum.

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended day program. Targeted programs for lowest third. Students broken into three categories: those who struggle with word recognition; those who struggle with fluency; those who struggle with comprehension.	Small group instruction, targeted to each group's need, two times a week for 50 minutes each. 50 additional minutes will be spent for planning and assessments.	Before or after school
<b>Mathematics</b>	Lowest third on state tests are targeted to work in small group (under 10 students each) to work with teachers	Small group instruction, targeted to each group's need, two times a week for 50 minutes each. 50 additional minutes will be spent for planning and assessments.	Before or after school
<b>Science</b>	Students struggling will have one period a week during lunch to get small group instruction	Small group	Lunch once a week
<b>Social Studies</b>	Students struggling will have one period a week during lunch to get small group instruction	Small group	Lunch once a week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance counselor and learning specialist will continue to meet with students at risk. Learning specialist will provide high school prep lessons three times a week, for 45 minutes each, to targeted students.	Small group	Learning specialist (3x) a week for 45 minutes each session. Guidance counselor, as needed.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>114</b>
School Name <b>East Side Middle School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>David Getz</b>	Assistant Principal <b>Michael Goldspiel</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>N/A</b>	Guidance Counselor <b>Jessica McInnis</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Caren Austen</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>441</b>	Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0	0	0	0
Global History and Geography				
US History and Government				
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								

### 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Currently we do not have any ELLs on register.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
N/A
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
N/A
4. For each program, answer the following:
  - a. 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?  
N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Due to students approaching each lesson at a different entry point, all content area teachers teach in such a way that they are building the students' English language skills
7. 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?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
East Side Middle School does not have an ELL population at this time, however in the past the first step we would take is to annually evaluate ELLs using their NYSESLAT scores to determine the needs of the student. Proper accommodations would be given to the student in class to ensure that they are receiving all of the tools and strategies needed to be successful in school. In order to evaluate the success of our program, we would use informal assessments to gauge the student's level of understanding on grade appropriate material throughout the school year. While informally assessing the student, data would be collected to show the student's level of improvement throughout the year.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters for new ELLs are sent home with the students and by mail. In order to ensure that Parent Survey and Selection forms are returned, the office contacts the parent to ensure that they received the entitlement letter, and asks the parent to please return it in a sealed envelope to the office manager. They are then kept on file in the main office. At the beginning of the school year, the office checks the RLAT report on ATS to determine ELL status. Entitlement, Continued Entitlement, Non Entitlement and Non Entitlement/Transition letters are sent to the parents in English and the home language. Copies of these letters are kept on file in the main office.

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.

.In the past, East Side Middle School has admitted students who have already been identified as ELLs. If a new student is in need of ESL services, and has been identified by the Academic intervention team as a student qualified for these services, parents of ELLs are notified of when their children are admitted. In addition to informing parents of new ELLs to the NYC school system of their right to choose, the office would then check elementary school records of ELLs coming into the school. If a student was previously in a bilingual program, the we would set up a meeting with the parent and a translator to make sure the parent understands his/her options. The parent would then be informed that switching a student back-and-forth from one program to another is not recommended from a pedagogical standpoint.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The first step we would take is to annually evaluate ELLs using the NYSESLAT to determine who is eligible. Among the ATS reports checked is the RLER which lists eligible students. At the beginning and end of each year, the school office manager reviews lists in ATS that shows all admitted and discharged students. The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. This school year, it will be administered from April 18-May18,2012. The other sections are administered according to grade level in the following order: listening, reading and writing from May 7-18, 2012. An ESL teacher administers the four sections. If more proctors are needed, certified teachers in other subject areas are utilized. The ESL teacher ensures that proper test accommodations for special education students are followed. During the summer, the results are posted in the function RLAT on ATS and students are classified as Beginner, Intermediate, Advanced or Proficient. The level determines the number of hours per week of mandated ESL instruction.

6. 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.) 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. 

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

N/A

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)?

N/A

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 foster language development and meet the demands of the Common Core Learning Standards.

The language of instruction is English. However, native language knowledge is used since the linguistic and cognitive interdependence between the first and second language facilitates learning academic English. The classroom library includes books in the students' first language. All content area classrooms have extensive class libraries. Dictionaries that translate words from English to the native language are available in all content area classrooms. Technology enrichments in the native language are utilized. Classes are taught at East Side using Columbia University's Teachers College Reading and Writing Project workshop model combining mini-lessons with group, paired and independent work. Teaching is data driven using formative and summative assessments to make pedagogical decisions. Instruction is aligned to the Common Core Standards with teachers using literary and informational texts. Students receive grammar instruction in both Humanities and Creative Writing. Teachers in these two content areas work with students to help them access complex texts by helping the students understand Tier Two and Tier Three vocabulary and figurative language. Both the science curriculum and Math curriculum are designed as "hands-on programs" that allow the student to interact with the content. Students are encouraged to test out theories and hypothesis, perform experiments that are tactical and allow students to learn through discovery. Vocabulary in the content area is infused within the premise of the lesson, allowing students to gain both visual and physical knowledge of the information at hand. Differentiating instruction and using strategic grouping is an important pedagogical approach at East Side. At East Side Middle School, teachers do not teach subjects in isolation. Teachers integrate media and technology into classroom practices, especially in the area of Humanities. These projects are great for all students and enrich language development for ELLs. In addition to having laptop carts on each floor, the school has access to iPads with many applications to assist instruction for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When Spanish speaking ELLs are first admitted into the NYC school system, they are administered the R-LAB. This tool helps teachers ascertain language skills in Spanish. Were East Side Middle School to get Spanish-speaking SIFE students, the students would be administered the academic language and literacy diagnostic in Achieve 3000 to determine native language proficiency. In the future, were East Side Middle School to have a dual language or transitional bilingual program, students would have ongoing assessments in academic content areas as well as language development in two languages. This assessment would match the language of instruction and programmatic goals.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At the present time, there are no ELLs at East Side Middle School. In the past, we did have a few advanced ELLs that were placed into an ICT class and service provider pushes- in to provide services. Classes are organized so that ELLs in the same grade are placed in the same class. The administration uses the results on the LAB-R and the NYSESLAT to facilitate this process. Advanced students receive 180 minutes of ESL instruction per week while Beginners and Intermediate receive 360 minutes per week as per CR Part 154. In order to strengthen the connection between literacy and the content areas for all students at East Side Middle School, English and social studies are integrated into a Humanities course. The service provider pushes into Humanities and, thus, can help the ELLs with language development and content achievement.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

N/A

7. 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?

N/A

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

1a. East Side Middle School ensures that students are receiving proper services by delivering instruction in the form of a push-in co-teacher within the areas of Humanities, Creative Writing, Science, and Math.

1b. The school uses a Block program model in which the class travels together as a group by grade. Periods are divided into 45 minute periods. There are two CTT class per grade and students across the grade level receive SETSS services. All ELLs in the same grade of mixed proficiency are placed in the same class.

2. At the present time, there is one Advanced ELL in a CTT class and service provider pushes- ino t provide services. Classes are organized so that ELLs in the same grade are placed in the same class. The administration uses the results on the LAB-R and the NYSESLAT to facilitate this process.

2a. Advanced students receive 180 minutes of ESL instruction per week while Beginners and Intermediate receive 360 minutes per week as per CR Part 154. In order to strengthen the connection between literacy and the content areas for all students at East Side Middle School, English and social studies are integrated into a Humanities course. The service provider pushes into Humanities and, thus, can help the ELLs with language development and content achievement.

3. The language of instruction is English. However, native language knowledge is used since the linguistic and cognitive interdependence between the first and second language facilitates learning academic English. The classroom library includes books in the students' first language. All content area classrooms have extensive class libraries. Dictionaries that translate words from English to the native language are available in all content area classrooms. Technology enrichments in the native language are utilized. Classes are taught at East Side using Columbia University's Teachers College Reading and Writing Project workshop

model combining mini-lessons with group, paired and independent work. Teaching is data driven using formative and summative assessments to make pedagogical decisions. Instruction is aligned to the Common Core Standards with teachers using literary and informational texts. Students receive grammar instruction in both Humanities and Creative Writing. Teachers in these two content areas work with students to help them access complex texts by helping the students understand Tier Two and Tier Three vocabulary and figurative language. Both the science curriculum and Math curriculum are designed as "hands-on programs" that allow the student to interact with the content. Students are encouraged to test out theories and hypothesis, perform experiments that are tactical and allow students to learn through discovery. Vocabulary in the content area is infused within the premise of the lesson, allowing students to gain both visual and physical knowledge of the information at hand. Differentiating instruction and using strategic grouping is an important pedagogical approach at East Side. At East Side Middle School, teachers do not teach subjects in isolation. Teachers integrate media and technology into classroom practices, especially in the area of Humanities. These projects are great for all students and enrich language development for ELLs. In addition to having laptop carts on each floor, the school has access to iPads with many applications to assist instruction for ELLs.

4. When Spanish speaking ELLs are first admitted into the NYC school system, they are administered the R-LAB. This tool helps teachers ascertain language skills in Spanish. Were East Side Middle School to get Spanish-speaking SIFE students, the students would be administered the academic language and literacy diagnostic in Achieve 3000 to determine native language proficiency. In the future, were East Side Middle School to have a dual language or transitional bilingual program, students would have ongoing assessments in academic content areas as well as language development in two languages. This assessment would match the language of instruction and programmatic goals.

5a. Although we do not have SIFE students at the present time, the Academic Intervention team is preparing itself for this contingency. Age appropriate, high interest and beginner level reading materials such as the program RIGOR (Reading Instruction Goals for Older Readers) would be ordered. If necessary, the school would hire a translator to assess the student's level in content areas and the school would provide additional support for these students after school. Salk would apply for a grant for high needs populations to include professional development and parental involvement.

5b. Newcomers require more scaffolding strategies including pictorial support and realia to make the content comprehensible. Books with accompanying CD's and computer programs are utilized to help increase fluency and afford the student the opportunity to hear the English language read aloud. This, in turn, will familiarize the student with English cadence. NCLB now requires ELA testing for ELLs after one year. Differentiating instruction is crucial in preparing students. Material is scaffolded to ensure that work with literary and nonfiction texts is accessible to the students. Additional support is allocated in academic language when working with the Depth of Knowledge Levels. Teaching students how to use word-to word dictionaries and teaching cognates are among the strategies used at East Side Middle School.

5c. With long-term ELLs receiving 4 to 6 years of service, additional assessments would be administered. Different methodologies might be necessary. For instance, if the student were having difficulty decoding, the Wilson program might be used. Based on the Common Core Standards, the teacher would use Hiebert's "Text-Complexity Multi-Index" to match texts to the student. This is a research-based program. The goal would be to increase the students' fluency, comprehension and critical thinking using literary and informational texts.

5d. For long-term ELLs who have completed 6 years, the school would carefully analyze the data to determine if the issue is a language or a learning issue and might decide to have the student assessed in his/her home language. The school would purchase high interest fiction and nonfiction reading materials to bring this group up to speed.

6. When working with ELL-SWDs, the goal is to provide access to academic content areas and accelerate English language development. The students' IEPs are used as guides. All subject area teachers and service providers work together to ensure that a coherent plan is created to differentiate language issues and actual disabilities. For instance, if the IEP states that the student has difficulty decoding multisyllabic words, a student may need help to "chunk" the text to make it comprehensible.

7. East Side Middle School uses curricular, instructional and scheduling flexibility to meet the needs of ELLs-SWDs within the least restrictive environment. East Side Middle School provides SETSS, and CTT instruction. The IEP determines the least restrictive environment for each student. Using a push-in model, the students do not miss any work being pulled out of class.

Materials are used that correlate with the materials given by the subject area teacher, and are designed to provide native language and scaffolding supports. The special education requirements are aligned with the LAP. Teachers of all subject areas are encourage to log into SESIS for additional information on how best help these students meet the IEP goals.

8. East Side Middle School has targeted intervention programs for all students including ELLs who need additional support. At the onset of the school year, teachers use ARIS to determine who might benefit from the Extended Day program in English and math on the basis of standardized test scores. Next, teachers use their formative assessments aligned to the Common Core Standards to revise that list. Instruction is provided in English. In the future, were East Side to have a threshold of thirty ELLs, the school would apply for a Title III grant in order to provide additional, after school support in ELA and math geared specifically to ELLs. (WHAT DO CURRICULUM DO EXTENDED DAY TEACHERS CURRENTLY USE?)

### 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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		
N/A			

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

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

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

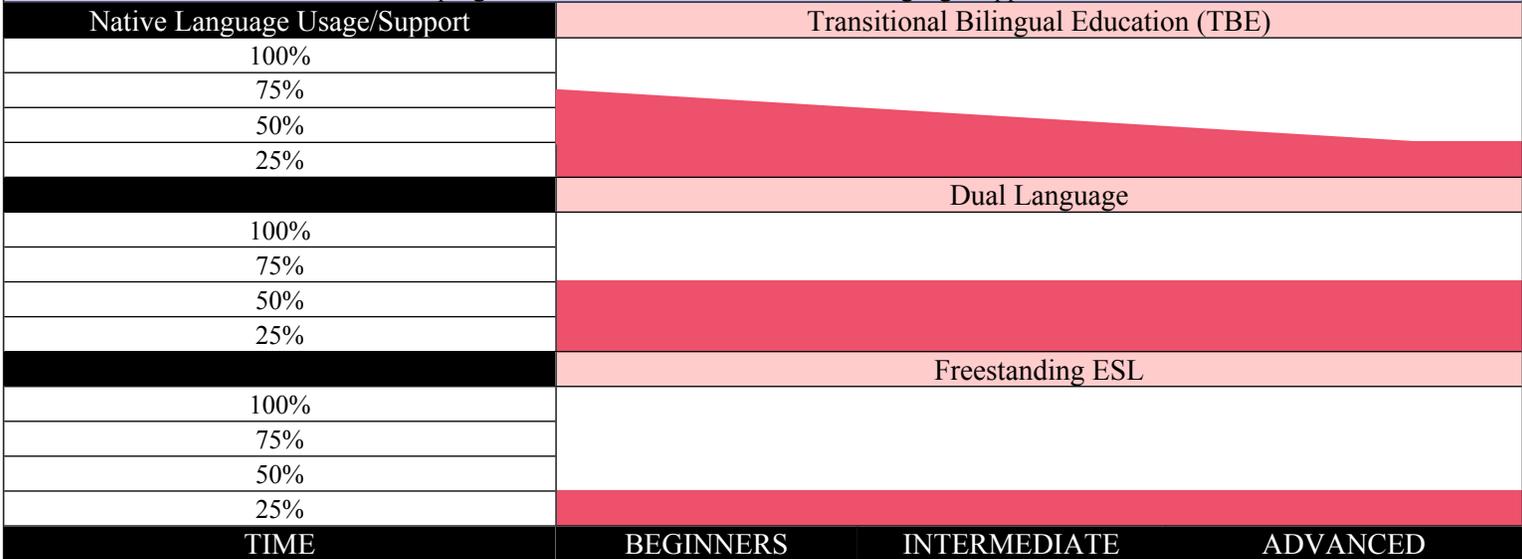
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

East Side Middle school prides itself on its highly trained staff. All teachers are aware that they are teachers of past and present ELLs. We base our instruction off of information collected from the NYSESLAT. We determine areas of strengths and weaknesses that need to be addressed on a year to year basis.

11. What new programs or improvements will be considered for the upcoming school year?

12. What programs/services for ELLs will be discontinued and why?

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. There is a wide array of after school programs including team and intramural sports, math clubs, drama, art, chess, guitar, homework help and SHSAT prep. These programs are open to all students. In addition, students choose from a menu of electives offered during the spring semester for one day a week for 80 minutes. These electives includes activities such as chess, dance, cheerleading, guitar, cinema, drama, film and art. The school has many partnerships that enhance learning and provide greater individualized instruction to students including ELLs. Among these partners are NYU IPTAR program. In addition, the school has infused school wide program called "Think Elephants" which allows students to research and raise money towards \*\*\* The student population is also involved in student government, a group that is open to all students interested in becoming a part of this committee.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Since the ESL program at East Side is a push-in program, the same material that the content area class is using is infused into the classroom, and it incorporates scaffolding methodologies to improve English language proficiency and increase content knowledge. In Humanities, teachers use materials designed by Columbia University's Teachers College Readers and Writers Workshop. The teachers, then work collaboratively using the Common Core Standards to add to the curriculum. ELLs are helped with grammatical structures and vocabulary.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

18. What language electives are offered to ELLs?

19. For schools with dual language programs:

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

9. ELLs reaching proficiency on the NYSESLAT are provided transitional support for two years. They are provided with the same test accommodations as ELLs: extended time, separate location, use of word to word dictionaries and having the listening passage on

the ELA read three times. They are provided with translated editions of standardized subject tests in their native language. They are given priority in the Extended Day after school program when needed.

10. For the upcoming school year, there will be more of an emphasis on reading nonfiction texts. In teaching writing, teachers will place an emphasis in teaching students to convey ideas and opinions through information/argument writing. (WHY?)

11. There are no programs/services for ELLs that will be discontinued.

12. ELLs are afforded equal access to all school programs. There is a wide array of after school programs including team and intramural sports, math clubs, drama, art, chess, guitar, homework help and SHSAT prep. These programs are open to all students. In addition, students choose from a menu of electives offered during the spring semester for one day a week for 80 minutes. These electives includes activities such as chess, dance, cheerleading, guitar, cinema, drama, film and art. The school has many partnerships that enhance learning and provide greater individualized instruction to students including ELLs. Among these partners are NYU IPTAR program. In addition, the school has infused school wide program called "Think Elephants" which allows students to research and raise money towards \*\*\* The student population is also involved in student government, a group that is open to all students interested in becoming a part of this committee.

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14. Native language support includes the use of bilingual dictionaries. In the future, were East Side to have groups of ELLs who share a common language, the school might organize Native Language Arts classes because research has shown that the more reading material that students read in the native language, the easier it is to transition to academic English proficiency.

15. The required services support and resources correspond to ELLs ages and grade levels. Were the school to enroll older ELLs, East Side Middle School would purchase appropriate materials suited to these students. Additionally, after school tutoring would be provided.

16. In June, before entering East Side, all 5th grade students who will be attending our school are invited to an open house. At this event, the students and their parents meet staff members and other incoming students. If there are newly enrolled ELLs we would infuse a "Buddy" program in which 7th and 8th graders help 6th graders, including all ELLS, acclimate themselves to middle school.

18. Sixth, Seventh and eighth grade students at East Side study Spanish.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The goal of staff development at East Side Middle School is to increase student achievement and engagement. Teachers are analyzing and learning how to use the principles set forth in Charlotte Danielson's Framework for Teaching to evaluate best practices. Teachers are focusing on questioning techniques. They are, also, learning techniques to teach argument writing. At staff development meetings, teachers are learning to use the best research-based strategies to target groups including ELLs. Multiple teachers, including our Special Education Coordinator and Humanities teachers attend various conferences throughout the school year specifically dealing with ESL methodology. In November, our Special Education Coordinator will be attending a day long conference "From Theory to Practice: ELLS and the Common Core Standards." She will, also, be attending a three session workshop "Literacy in Content Areas for ELLS" based on the work of Dr. Lili Fillmore Wong. After attending these events, she turn-keys the information to all administrators and teachers of ELLs. As our Special Education Coordinator is the coordinator of the school's program, she also trains special education service providers. on the methodologies learned at these conferences. The goal is to make sure they do not confuse second language issues with special needs. The ESL teacher/coordinator makes sure all office personnel are sensitive to the needs of ELLs and their parents and know who to call for translation services. She assists the guidance counselor in finding community organizations that can assist these families. If an ESL student were to have a paraprofessional, she would explain to the para when to use the native language and when to use the second language. At IEP meetings, she makes sure the school psychologist understands that there no longer are X-coded students and that the IEP has to indicate whether the student is to be in a monolingual or bilingual setting. Our Special Education Coordinator is currently in pursuit of receiving certification in the area of ESL, therefore our school's Special education coordinator/IEP teacher/SETSS teacher, would also be able to provide appropriate services to all ELL students. Our school has also had a teacher from the teacher reserve pool placed in our school for a short period of time that is ESL certified, and has worked with our ELL to ensure that he is properly perparing for the NYSESLAT which will be administered in the spring.

2. To reach the goal of helping ELLs as they transition to different levels of education, teachers work together to revise curriculum maps. The goal is to make sure the maps are aligned vertically and horizontally to enhance connections between content areas and grades. This, in turn, will support transitions from elementary to middle and from middle to high school. In addition, the school has an advisory program for all students. Helping students deal with the changing organizational skills required and the emotional changes connected with these transitions is a major focus of this program. Teachers spend time during professional development in figuring out the best way to help all students, including ELLs, successfully deal with these changes. The guidance counselor also receives professional development to assist ELLs as they transition in and out of the program. Their goal is to ensure that ELLs are getting the appropriate amount of support through out this process.

3. All teachers in the school are provided instruction on how to address the needs of all learners. Our Special education program has been designed to address the needs of our most struggling readers and writers. Professional development is provided twice a month to all staff members, and encompasses many literacy components that effect all students, including ELLs. Humanities teachers are provided extra PD time to meet and address the needs that they are coming across in the classroom. East Side Middle school has a literacy staff developer that works with all members of the staff in order to ensure that our curriculum is appropriately aligned with state standards, the general public, and IEP student's needs.

## D. Parental Involvement

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

1. East Side Middle School has a very diverse student and parent population. A concentrated effort is made to get all parents involved. This process begins with our recruitment efforts as a choice school. In order to attract a diverse student population, Elementary schools are contacted about open house opportunities for the incoming 6th grade class. Parents have a chance to tour the building, hear about our enriched curriculum and meet with staff members, parent association officers, current students and each other. At the beginning of the school year, East Side hosts a Curriculum Night where parents meet their children's teachers and are informed of curricular expectations. Among other ways the school tries to involve all parents is by hosting parent breakfasts, meet and greets with the administration, as well as various pot luck dinners where parents are encouraged to prepare a dish to celebrate their cultural heritage. (\*Staff members who interpret\*) Our school tries to pull the community together through events where parents are encouraged to come with their kids and partake in the planned activities including movie nights, school dances, karaoke night, pizza night etc.

2. The parent coordinator provides all parents with information about free adult education classes provided by the Department of Education, Office of Adult and Continuing Education. Parents are included in all community events. This year East Side Middle School has connected with IPTAR, the Institute for Psycho-analytic training and research, which provides the parents with support for adolescence.

3. East Side Middle School makes sure to evaluate the needs of our parent community through various ways. Monthly PTA meetings are held to discuss issues that arise during the year. A team of East Side Middle school parents convene to discuss these prevalent issues with the administration, and strategies that can be implemented to ensure that all the needs of our students are met. Our parent coordinator acts as the liaison between our administration and PTA to ensure that all issues are appropriately addressed and to ensure that direct communication is maintained. Parent teacher conferences allow parents to communicate with parents in person twice a year, and progress reports are sent home each trimester. Special Education teachers also provide progress reports that provide parents with information regarding IEP goals, and plans for the future. An environment survey is taken each year which polls the overall feelings on administration, teachers, the curriculum, and emotional state of students. This survey can be given in the native language of the parent.

4. We query parents as to their needs and try to provide the workshops requested. Our actions are a direct result from the feedback we get back from parent consultations. East Side Middle school has an active parents' association and every effort is made to get all parents involved. Some parents like to assist the teachers and students and help with curricular events. Some workshops for parents are held in the evening and some in the morning so that the school can accommodate parental schedules. The parent coordinator is a liaison between parents and staff. She responds to parental concerns and refers unresolved issues to the administration. The goal is to strengthen the home/school connection.

## E. 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.

Currently, we do not have ELLs on register.

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Getz	Principal		12/6/13
Michael Goldspiel	Assistant Principal		12/6/13
Caren Austen	Parent Coordinator		12/6/13
N/A	ESL Teacher		
N/A	Parent		
N/A	Teacher/Subject Area		
N/A	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
N/A	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **02m114** School Name: **East Side Middle School**

Cluster: \_\_\_\_\_ Network:

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

**Part A: Needs Assessment Findings**

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

In our contacts with parents and their children, we have asked them if they need translators for any parent meetings.

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.

We have not, on the whole, needed translators. On the rare occasions when we did, we were able to use our school aide, who is bilingual in Spanish and English

## Part B: Strategies and Activities

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

We have not needed to provide translation services to our community

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.

We have only rarely needed to provide translation services to our community. In the cases in which a translator was helpful, we have used our school aide who is bilingual in Spanish and English.

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>.

We have always made an effort to make sure, when it came to parent conferences, either formal or informal, that we will do everything we can to make translation possible. This has not been a problem in our school, as it is rarely, if ever needed.