



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CATHERINE AND COUNT BASIE MIDDLE SCHOOL
DBN (i.e. 01M001): 28Q072
Principal: OMOTAYO COLE CINEUS
Principal Email: OCINEUS2@SCHOOLS.NYC.GOV
Superintendent: BEVERLY FFOLKES BRYANT
Network Leader: KAREN AMES

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
Omotayo Cole Cineus	*Principal or Designee	
Valerie Smith	*UFT Chapter Leader or Designee	
Mahalia Prescod Onuzurike	*PA/PTA President or Designated Co-President	
Christine Jordan	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shelia Tomlin	CBO Representative, if applicable	
Steeve Traversiere	Member/ CSA	
Karl Augustin	Member/ UFT	
Angela Malcolm	Member/ UFT	
Ms Vanduzen	Member/ Parent	
Ms Xiomara	Member/ Parent	
Kathy Johnson	Member/ Parent	
Vacant	Member/ Parent	
Vacant	Member/ Parent	
	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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.

65% of the Catherine and Count Basie teaching staff will improve the delivery of instruction as identified by the NYC Department of Education Teacher Effectiveness Rubric's domain 1(Planning and Preparation) and domain 3(Instruction) as measured by informal and formal observations and instructional walkthroughs moving one HEDI level.

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.

- From analysis of student interim assessments and Spring 2013 examinations students have demonstrated challenges in the areas of synthesis and critical thinking.

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. *Assistant Principals and Teachers will identify individual goals aligned to school goals in an effort to provide uniform instruction and expectations*
2. *Intervisitation of classrooms during instruction (including the UFT demonstration teachers classroom) for effective strategies for delivery of instruction*
3. *Ongoing professional development of the New York City Department of Education Teacher Effectiveness Rubric to develop develop a school at least 75% effective*
4. *Teachers will utilized the provide resources "Teach Like a Champion Field Guide" the strategies offered in Kaplan's "Teach" book*

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

1. *Catherine and Count Basie will participate monthly in Teacher Effectiveness job embedded training provided by Network 406*
2. *The Peer Instructional coaches and the UFT TEA will focus with the teaching staff on domain 3 to improve the consistency, development and delivery of instruction in every classroom*
3. *Administrative walkthroughs will utilize the domain 3 lens*
4. *Cluster meetings will included teacher feedback on strategies to improve instruction in the classroom*

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

1. *Administrators will ensure the "feedback to teachers accurately captures strengths, challenges and next steps using a research based, common-teaching framework that articulates clear expectations for teacher practice, supports teacher development and aligns with professional goals for teachers."*
2. *Teachers expectations will be categorized under the area of "highly effective" as per the Danielson Rubric*
3. *At least 3 of each Teacher 6 to 8 observations and feedback will include at least 2 at least 2 strategies from the Teach Like a Champion Field Guide*

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

1. *Administrators will set up and follow a schedule for teacher observation and feedback using Danielson rubric*
2. *Network 406 will provide professional development*

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

1. *Network 406 will conduct regular walkthroughs with administrators to provide aligned and relevant feedback to teachers,monthly.*

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).

Term ending survey provided by our parent liaison to assess student progress and understanding of teacher instruction. (February and June)
Workshops for parents and SLT

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
List any additional fund sources your school is using to support the instructional goal below.										
N/A										

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.
By June 2014, Catherine and Count Basie will decrease the number of occurrences and/or referrals by 5% as represented in OORs .

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.
<i>The Learning Environment Survey results</i>
<i>The decrease in level 4/5 incidents from 2011/2012 school year to the 2012/2013 school year</i>

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.
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A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. <i>"Safety and Respect" will be monitored and improved through the assignment of each grade to a specific floor</i> 2. <i>Continued use of "Basie Bucks" as a positive reinforcement system for young people, incentive trips, parties and assemblies</i> 3. <i>Development of Student Government to address student needs and concerns</i> 4. <i>Immediate and equitable consequences for student infractions as per the 2013-2014 New York City Discipline Code</i> 5. <i>Conduct parent workshops to bring parents to work collaboratively with the school to address targeted areas of safety and respect</i>
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. <i>Assigned staff to hallways, stairwells, during passing, lunch time and line up</i> 2. <i>Increase number of Behavior Intervention Specialist (deans) to monitor hallways and SAVE room</i> 3. <i>Teachers will create an environment of respect and rapport with their interaction with students</i>
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. <i>Monthly evaluation of behavior data and systems for intervention</i> 2. <i>Weekly workshops, for those students who have been identified by a staff member, to address decision making, anti violence, social and emotional concerns</i>
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. <i>Meet weekly with the Dean's to address issues of Safety and Respect</i> 2. <i>Monthly assemblies to identify students who have demonstrated improvement</i> 3. <i>Monthly awards for attendance and achievement</i> 4. <i>Monthly safety meetings including the local prescient, surrounding businesses, administration and deans</i>
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. <i>Trips and incentive programs to provide young people identified by their teachers with increased motivation for achievement</i> 2. <i>We will examine the schools approach to "culture building, discipline and social emotional support as informed by a theory of action and results in a safe environment and inclusive culture that supports progress towards the school's goals; the school meaningfully involves student voice and teacher's voice in decision making to initiate, guide and lead school improvement efforts"</i> 3. <i>The development of a student behavioral task force inclusive of local law enforcement, network, DOE, School Based Support Team and administration</i>

4. The behavior intervention team (deans, administration, parent liaison) will monitor and address student behavior during weekly intervention meetings, monthly safety meeting
5. The team will include the supports of the school based support team, guidance and attendance team to identify any relationships between behavior and the other social emotional factors

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).

Workshops on behavior, substance abuse, domestic violence, bullying and other concerns identified by the team
 Incentive programs for parents; breakfast, movie passes, electronics, etc.

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

N/A

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.

Catherine and Count Basie's overall student proficiency level will increase by 3% on both the 2014 New York State English Language Arts examination from the Spring 2013 examinations.

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.

- Student performance on the Spring 2013 State Examination

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. TCRWP program year 2
2. Leveled libraries – ELA teachers maintain leveled Fountas and Pinnell and 100 Book Challenge (Special Education and ICT) to increase student's independent reading levels. Both TCRWP and 100 Book Challenge programs support research that says that students who read for at least 1 hour a day on their independent reading levels show growth of at least one level on the NYS ELA exams.
3. Identification of students reading rates and benchmark levels- Students are assessed quarterly using running records and 100 Book Challenge levels checks (for special education students) to assess independent reading growth.
4. Alignment of social studies and science curriculum as development of students reading and writing achievement in effort to include non fiction text and the development of an interdisciplinary curriculum
- 5.

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

1. Use of teacher teams, Peer Instructional Coaches and the UFT Demonstration Teacher for demonstration of modeling, developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis data for the subject/grade.
2. The ELA department as a teacher team will systematically analyze key elements of teacher work, including classroom practice, assessment data and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goal for

groups of students.

3. Administrative walkthroughs, one to one and common planning meetings will assess development
4. Network instructional support in the New York City Department of Education Teacher Effectiveness rubric

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

1. Throughout the 2013-2014 school year teachers will be offered weekly professional development from the peer instructional coaches
2. The uniform usage of data walls, item analysis, unit and interim assessment (MOSL) to inform instruction
3. The Peer Instructional Coach for ELA model classroom
4. Professional Development (in house, network and other) share out during content area meetings and bi-monthly at staff meetings

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

1. By March 2014, All teachers will have at least 6 walkthroughs with a minimum of 3 uploaded into TeachBoost and Advance
2. Students will participate in at least 3 interim assessments prior to the Spring 2014 English Language Arts assessment including the baseline and predictor
3. By February 2014 teachers will display (data wall) individual student item analysis, their growth and development
4. In June 2014 students will have completed at least 3 performance tasks in the content

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

1. There are two common prep time to allow for a content meeting and grade meeting
2. The current SBO require 37 ½ minutes dedicated weekly to Cluster meetings (ELA, Math, SS, Sci, PE, Tech, Arts) to utilize protocols to look at student work to improve their development in all subject areas
3. Weekly Professional Development opportunities offered to the staff by the Peer Instructional Coaches

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).

Workshops on common core standards
Family reading night and competition
Saturday Test Sophistication 6 sessions to include parents

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	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
N/A							

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.

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.

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

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.

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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>ELA: Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week as well as on Saturdays. Programs, strategies and methods utilized include the Wilson Reading Program ShowTime Reading, the “100 Book Challenge”, Levels Check, Running Records/ Funtas-Pinnell, and the Triumph Learning New York Coach Common Core ELA Program.</p> <p>The materials used for ELA AIS are:</p> <ul style="list-style-type: none"> Trade Books Wilson Reading Program READ 180 Triumph Learning NY Coach Teacher-created materials 	<p>differentiated instruction one-on-one conferencing small group push in and pull out during regular instructional day smaller class sizes (up to 18 students) in Saturday Program</p>	<p>during school day after school day Saturday Program</p>
Mathematics	<p>Math: Supplemental instruction in small groups is provided during the school day for a scheduled period, two to three times per week. The emphasis is on teaching the computation and problem solving skills that are particular to grade and strand-specific mathematics standards. Student performance data from ARIS, Performance Series, Acuity and School Generated Interim</p>	<p>differentiated instruction one-on-one conferencing small group push in and pull out during regular instructional day smaller class sizes (up to 18 students) in Saturday Program</p>	<p>during school day after school day Saturday Program</p>

	<p>Assessment are used to identify high frequency performance indicators that demonstrate where additional instruction is needed. The services concentrate on grade and strand-specific standards that commonly occur on the state exam. Additionally, focus is given to Math Practice 3, 4 and 5(Constructing Viable Arguments and Critiquing the Works of Others/ Using Mathematical Modeling) as well as focusing on the Instructional Shifts in Mathematics (Fluency, Deep Understanding, and Applications).</p>		
Science	<p>Completion of the Exit Projects (which include the required performance tasks) and Regents Preparation</p>	<p>differentiated instruction one-on-one conferencing small group push in and pull out during regular instructional day smaller class sizes (up to 18 students) in Saturday Program</p>	<p>during school day after school day Saturday Program</p>
Social Studies	<p>- Completion of the Exit Projects (which include the required performance tasks)</p>	<p>differentiated instruction one-on-one conferencing small group push in and pull out during regular instructional day smaller class sizes (up to 18 students) in Saturday Program</p>	<p>during school day after school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance counselors provide the following services to at risk students:</p> <ul style="list-style-type: none"> Individual Counseling – School counselors provide individual sessions to assist with a variety of educational and personal concerns. The primary purpose of these sessions 	<p>Guidance counselors provide the following services to at risk students:</p> <ul style="list-style-type: none"> Individual Counseling – School counselors provide individual sessions to assist with a variety of educational and personal concerns. The primary purpose of these sessions 	<p>During school day</p>

	<p>is to help students explore their concerns, make appropriate plans of action and be successful in following through with their plans.</p> <ul style="list-style-type: none"> • Group Counseling – In some instances, students help each other by working in groups with leadership from a counselor. Group counseling allows students to share ideas about specific issues such as problem solving, career and educational planning, organization and study skills and peer relationships, as well as helping them use these ideas to resolve their concerns. Group sessions usually involve small groups of students who are led by a counselor and meet once or twice a week for a specific number of sessions. • Classroom lessons – Counselors will often meet with classes of students the help them learn specific information about themselves and their development. Students will have these lessons in conjunction with their 	<p>is to help students explore their concerns, make appropriate plans of action and be successful in following through with their plans.</p> <ul style="list-style-type: none"> • Group Counseling – In some instances, students help each other by working in groups with leadership from a counselor. Group counseling allows students to share ideas about specific issues such as problem solving, career and educational planning, organization and study skills and peer relationships, as well as helping them use these ideas to resolve their concerns. Group sessions usually involve small groups of students who are led by a counselor and meet once or twice a week for a specific number of sessions. • Classroom lessons – Counselors will often meet with classes of students the help them learn specific information about themselves and their development. Students will have these lessons in conjunction with their 	
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	<p>advisory program that is lead by a teacher. The guidance groups are instructional in nature and focus on topics such as self-esteem development, tolerance, respect, friendships, healthy habits and good citizenship.</p> <ul style="list-style-type: none"> • Parent Conferences – Counselors help students, parents and teachers by gathering information about student abilities, behaviors and achievement so they can help make appropriate decisions about educational placement and instruction. Ultimately, counselors help parents learn about their child’s progress in school and what the next steps will be to further support success. • Referrals – Counselors also serve as referral agents to help students and their families receive assistance from other programs and services in the school system and from agencies outside the school <p>As part of the PPT committee, the Social workers collaborate with parents, guardians, teachers, and other school officials to ensure</p>	<p>advisory program that is lead by a teacher. The guidance groups are instructional in nature and focus on topics such as self-esteem development, tolerance, respect, friendships, healthy habits and good citizenship.</p> <ul style="list-style-type: none"> • Parent Conferences – Counselors help students, parents and teachers by gathering information about student abilities, behaviors and achievement so they can help make appropriate decisions about educational placement and instruction. Ultimately, counselors help parents learn about their child’s progress in school and what the next steps will be to further support success. • Referrals – Counselors also serve as referral agents to help students and their families receive assistance from other programs and services in the school system and from agencies outside the school <p>As part of the PPT committee, the Social workers collaborate with parents, guardians, teachers, and other school officials to ensure</p>	
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	<p>that at risk students are identified and receive the following services:</p> <ul style="list-style-type: none">• Individual and group therapy.• Crisis intervention.• Teaching skills needed for everyday living.• Advise teachers on how to cope with difficult students.• Address misbehavior, truancy, teenage, and drug and alcohol problems.• Serve as case manager for PPT referrals• Frequency of services depends on the severity of the case.	<p>that at risk students are identified and receive the following services:</p> <ul style="list-style-type: none">• Individual and group therapy.• Crisis intervention.• Teaching skills needed for everyday living.• Advise teachers on how to cope with difficult students.• Address misbehavior, truancy, teenage, and drug and alcohol problems.• Serve as case manager for PPT referrals• Frequency of services depends on the severity of the case.	
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**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<p>Recruitment: Partner with local colleges and universities to identify teacher both (new and tenured). Citywide teacher's fairs</p> <p>Retention: Leadership teaching roles to exposed teachers to lead opportunities (Peer Instructional Coaches, Cluster leaders, grade leaders, demonstration teacher, etc.) Preference for teacher role/position</p> <p>Assignments: Equal opportunities for all teacher new and seasoned</p>

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).
<p>High Quality professional development: In house professional development through grade and subject common planning time Outside consultants for subject, culture and instructional professional development</p> <ul style="list-style-type: none"> -Dr Emdin, Sci -Valor Program, Gender Classes -Scholastic, Read 180 and Code X -CMP3 -Teacher Incentive Program, Teacher Ambassador -Network 406

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>King of Kings-Violence Prevention Program Life Camp-Violence Prevention Program Beacon Program- Intervention Programs (housing, mental health, family assistance) Kidwise-Intervention Program</p>

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.).

N/A

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.

Teachers in teacher team regularly meet to discuss and decide on common assessments needed for students as grade appropriate. Teachers receive network support in data analysis.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 28	Borough Queens	School Number 072
School Name Catherine and Count Basie Middle School		

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 Omotayo Cineus	Assistant Principal Steve Traversiere
Coach Michelle Sukhdeo	Coach type here
ESL Teacher Guy Ramsbottom	Guidance Counselor Andrea Lee
Teacher/Subject Area Angela Malcolm/ELA	Parent Ali Ahmed
Teacher/Subject Area Shagufta Battla/Social Studies	Parent Coordinator
Related Service Provider Amy Reich/Speech	Other
Network Leader(Only if working with the LAP team) type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	884	Total number of ELLs	39	ELLs as share of total student population (%)	4.41%
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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 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	0	0	0	0	0	0	2	0	2	0	0	0	0	4
Push-In	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	3

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	25	0	3	11	0	4	3	2	1	39
Total	25	0	3	11	0	4	3	2	1	39

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	4	7					21
Chinese														0
Russian														0
Bengali								1						1
Urdu							1							1
Arabic									1					1
Haitian							1	3	1					5
French							2							2
Korean														0
Punjabi							2	3	2					7
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	16	11	12	0	0	0	0	39

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)							3	2	2					7

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)							3	1	3					7
Advanced (A)							3	8	5					16
Total	0	0	0	0	0	0	9	11	10	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	1			6
7	11	6			17
8	5	3			8
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	2	4	1		1				8
7	5	8	4		1		1		19
8	1	7	2						10
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
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.
MS72 uses a variety of assessment tools to help assess the early literacy skills of our ELLs. These include the DRA, Teacher's College Running Records and EdPerformance. These assessments are given throughout the year. The data compiled from these assessment tools allow the teachers to keep a continual eye on the progress of the students. By using the data, in conjunction with data from other assessments such as the state ELA, math and science exams, MOSL exams and class grades, teachers can create an appropriate individualized action plan for future instruction of the student. The ESL teacher has benefitted greatly over the past year from workshops on how to use data effectively. These workshops have helped the teacher use data as a formative tool.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the patterns arrived from the NYSESLAT and LAB-R scores, there is a general increase in student performance across all modalities. However, students progressing from 7th to 8th grade show less improvement, particularly in writing. The speaking modality shows consistent improvement across the three grades. In most instances, student results are not reflective of last year's instruction within this school because the students are new to the school this year.
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 [AMAQ tool](#))
Not available at this time.
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?

a) Based on the patterns arrived from the NYSESLAT and LAB-R scores, The NYSESLAT results show great improvement amongst the 7th and 8th graders and a sizable percentage achieved the level of proficiency. Some students did not increase their score but went from intermediate to advanced. We believe this to be reflective of the changes made in the NYSESLAT and the ESL teacher will treat the data as an increase in proficiency. It should also be noted that in a lot of instances student results are not reflective of last year's instruction within this school because the students are new to the school this year. Students are not tested regularly in their Native Language but they are encouraged to write in their Native Language as part of the ESL curriculum. The work is then assessed by a teacher who knows their Native Language. The Native Language work shows that student are applying strategies learned in ESL to their Native Language.

b) The school leadership and teachers are using the periodic assessment data to make appropriate modifications to the current curriculum. The assessment data also helps to determine whether test scores are reflective of the students true progress as measured by class work and teachers anecdotal. If there is a discrepancy between what the student knows and the grade they attained in the periodic assessment, then the teacher knows to work on the student's exam taking techniques.

c) The school will take the results of the periodic assessment in consideration for instructional when the results from such assessment become available.
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?
The ESL teacher has worked closely with the content teachers to introduce ELL specific differentiation strategies. All lessons include text that has been leveled for the ELL student. All students also have bilingual glossaries specific to the lesson or module being taught. The students also have constant access to bilingual dictionaries and thesauri. A recent development has been the introduction of better visual supports within the class so that beginner students can better comprehend the content. Teachers' lesson plans should also reflect homogeneous language grouping for beginner and intermediate ELLs.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ESL program is evaluated by monitoring progress on summative assessments such as the state ELA, math, science exams, and report card grades. Scores on the NYSESLAT exams are also used. In addition, teacher-created formative assessments, such as scores on tests, student work, and projects are used to monitor progress. Feedback from general education teachers on student performance and interaction with Native English speakers in the classroom is also taken into consideration. Parental feedback is also greatly encouraged.

Part IV: ELL Identification Process

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

- 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](#).) All newly admitted students are administered the Home Language Identification Survey. To accommodate parents and students with native language support we provide a copy of the HLIS in the parents native language and they complete the form with the assistance of a trained pedagogue. We have access to interpreters of low incidence languages (i.e. Wolof and German) and bilingual pedagogues are able to assist native Spanish, Haitian, French, German and Punjabi speaking parents. In addition to the HLIS the ESL teacher (or another trained pedagogue) will also administer an informal interview with the student and the student's guardians. The language of the interview depends upon the language the guardian feels most comfortable speaking. This interview will help the teacher to ascertain the the student's English proficiency level. The ELL teacher reads every newly admitted student's survey in order to verify which students speak a language other than English at home with the answers to this document allowing the teacher to establish eligibility for the English Language Assessment Battery Revised. For those students who are eligible to take the LAB-R, the assessment is administered within the first ten days of their enrollment in the school. The rough scores of the LAB-R are used to initiate tentative ESL services for students. The eligibility process is always conducted by a licensed pedagogue with an ESL certification. In addition, results from previous years NYSESLAT exams as recorded on the RLAT report in ATS, are used to identify ESL students who have already been identified as an ELL in their previous school. The school administers the NYSESLAT every April to all students who are identified as being an ELL. The ESL teacher administers the NYSESLAT with the assistance of two other trained pedagogues within the time frame stipulated by the state. The school ensures that they administer the assessments for all the four modalities (speaking, listening, writing and reading).
- 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. After identifying students eligible for ELL services, entitlement letters and continued entitlement are sent home in the mail, notifying the parents of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school. Parents are notified of this event via letters and phone calls. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. After the video, the Parent Coordinator and ELL teacher offer a question and answer session and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. The ELL teacher keeps log of parent surveys that have been returned and the information is entered on ATS upon submission.

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](#)].)
If selection forms have not been returned within 10 days then the ESL teacher will attempt to make contact with the parent. If the parent does not speak English, or has indicated a preference to communicate in their native language, then the ESL teacher will use an interpreter in the form of another teacher or assistance will be requested from the interpretation unit. If the ESL teacher still cannot make contact then he will follow the school's procedures for loss of parental contact. This will involve informing the guidance councillor, attendance teacher, assistant principal and parent coordinator to assist in making contact. Until contact is made the student's choice will be the default choice of Transitional Bilingual Education as per CR Part 154. A note will be entered in the student's file indicating that this is a default choice pending confirmation from the parent. All forms returned to the school will be scored with the student records.
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.
Once an ELL has been identified and the parental choice received, the ESL teacher will assign the student to the appropriate program. If the student requested ESL then they will be entered into the school's ESL program and receive immediate services. If the parent chooses a Bilingual or Dual Language program then the teacher will explain to the parent that, although right now in our school we do not currently have these programs, their request will be put on our spreadsheet and once we have the minimum number of students required we will immediately set about creating that program. The parent will be told that until that point of time the ESL coordinator will help the parent look for the program they require in another school or their child can participate in the school's ESL program until another program is created. All communication will take place in the parent's native language if they are not comfortable using English.
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.
During the academic year the ESL coordinator will keep a list of all ESL students as well as potential ELLs. These names will be cross referenced with the RLAT ATS report. The potential ELLs will be classed as those student who have taken The LAB-R and their raw scores indicate that they qualify for ELL services. During the NYSESLAT testing window, time will be made during the school day to pull out the ELL students and give them all four modalities of the NYSESLAT. Only one modality will be given in one day and the classroom will be isolated so that testing conditions can be maintained. All modalities will be administered in line with the rules and regulations of the most recent testing memo.
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. 
The trend in program choice by parents over the last few years appears to demonstrate that, although the majority of parents have opted for a freestanding ESL program, some have requested a bilingual program. We are maintaining a list of parent requests for a bilingual program, categorized by language. Since we only have a minimal number of parents requesting bilingual or transitional bilingual programs we have yet to create either. Parents who do select such programs and do not want to be on the waiting list are assisted by the ESL coordinator, parent coordinator and guidance councillor in finding a place in a program in another school. Over the past few years, teachers have attended workshops that detail how to implement a TBE or Dual Language Program so that we are prepared if the need becomes evident.

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])?
 - a) Since the ESL program spans grades 6, 7, and 8, the students are heterogeneously grouped and meet at different times. The ESL program is a combination of push-in/pullout services. Beginning and Intermediate students receive 360 minutes of push-in/pull-out services a week which translates as eight periods a week. Advanced students receive 180 minutes a week and are serviced through a mix of push-in instruction, within the general education classroom, and pull out for direct ESL instruction.
 - b) Instruction is provided in English with native language support. Although the schedule varies each day, in general there are self-contained ESL periods of instruction that are grade level homogeneous and language level heterogeneous. In addition, there are also periods of push-in instruction by grade level.
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)?

All push-in and pull-out services are administered by the ESL teacher. The ESL teacher is also responsible for scheduling ESL classes so that all ELL students receive the mandated instructional minutes. The students are pulled out during their AIS or talent periods so that ESL does not encroach on the core content areas.
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.

Content area instruction is delivered in English by general education staff in forty-five minute periods (90 minutes for Literacy and Math), with support from the ESL teacher. Additionally, the ESL teacher instructs students using lower-level text on content area subjects as a means of support. During pull-out sessions, the ESL teacher uses thematic units that incorporate the content of the core subjects to assist with comprehension. Other supports provided are the use of English and Native Language dictionaries and books, audio books, and Native Language speakers for instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ELL teacher makes sure that each core content teacher is equipped with the necessary assessments in every ELL's native language. These assessments are a combination of teacher made tests and past state exams. This allows those students who intend to take their state assessment in their native language to have the opportunity to practice dealing with both the format and content of the test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher ensures that the ELL students are tested in all four modalities by incorporating all four modalities into each lesson. Writing is tested through work products and notes made in class and reading is assessed through teacher observations of

different reading strategies (read aloud, jigsaw reading etc.). The ESL teacher also assesses the students listening and speaking skills through the observation of student interactions during group and partner discussions. In addition to this, the teacher will also give explicit periodical assessments to gauge learning in each of the four modalities.

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).

a) SIFE students are evaluated in their native language to assess deficiencies in reading, writing, listening and speaking to better determine areas in need of greater support. Once the ESL teacher has assessed areas of weakness they will then work closely with the student's content teachers to create strategies that specifically address help the student in the identified areas. Once an action plan has been created it will be implemented by the student's cluster teachers as well as the ESL teacher with regular reviewing occurring during ongoing enquiry meetings.

b) Newcomers are provided with a risk free, welcoming environment to meet the transitional needs of these newly arrived immigrants. These students are encouraged to become involved in learning their new language through role plays, simulations, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior knowledge and build on the skills they already have in order for them to acquire new skills. Native language support may be provided, through home language print, technologies, translations in the native language and encouraging "buddy systems" of students who speak a same home language. When a new student is registered in our school, it is crucial to find out if they are literate in their native language in order to provide materials that will support them academically (i.e., books, glossaries, dictionaries). Students and teachers work together improving listening, speaking, reading and writing skills. Focus is given to phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, as well as reading comprehension. Students who have to take state exams (i.e., ELA, Math, etc.) are taught explicit test taking skills and are encouraged to enroll in the school's After School Program for further support. In order to provide ELLs native language support, state exams maybe administered in the student's native language or when unavailable, translators are hired to support students. Newcomers receive explicit instruction that addresses their transitional needs and academic needs, as well as language development strategies. Listening comprehension is mainly targeted with newcomers, through the use of software and web based programs. Teachers work with newcomers in a rigorous language development program in order to prepare them to take the required ELA test after one year.

c) & d) For ELLs receiving services 4 - 6 years and for long-term ELLs, assessment data is carefully analyzed to determine areas

of

weakness and instruction is planned to address those weaknesses. Teachers regularly read assessment data to monitor the student's progress in all content areas and better differentiate instruction for specific academic needs. The skills that prove to be more difficult are targeted in small group settings. According to 2013 NYSESLAT data, some of our students are struggling in reading and in writing. The school administers the edperformance exam to all students to specifically pinpoint the exact areas in which the student is struggling which allows the teachers to expand on the information offered in the NYSESLAT. The focus

will be

for teachers to target vocabulary development, and introduce students to new authors and genres to improve reading skills; via the use of graphic organizers, modeling, chants, songs, rubrics and a print rich environment. These are some of the components

that

enhance our daily teaching routines.

e) Former ELLs will be given assistance on an individualized basis. The ELL teacher will work closely with the content teachers

to

create an action plan that will help address any areas where the former ELL might still need assistance. The ELL teacher will

also

ensure that all teachers are aware of the testing accommodations to which former ELLs are still entitled. Former ELLs will also be encouraged to sign up for all extracurricular programs open to ELLs..

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?

The ESL and content teachers all have access to the students' IEPs on the SESIS system. For ELL students with special needs, the IEP is used to guide accommodations in both instruction and testing. The teachers make note of the specific accommodations needed for each individual student. There is also ongoing communication between the teachers and related services personnel who work with these students as well as the parents, as a means of exchanging strategies and sharing assessment data to help the students perform on a differentiated grade level.

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?

All of our ELL-SWDs are in the least restrictive environment. Where possible, the ESL teacher pushes in to these classes rather than pulling out so that the student can receive instruction in the environment most conducive to his or her learning style. This also allows the ESL teacher to work closely with the classroom teacher so that they can provide instruction that meets both the ESL needs of the student as well as those specific needs addressed in the student's IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

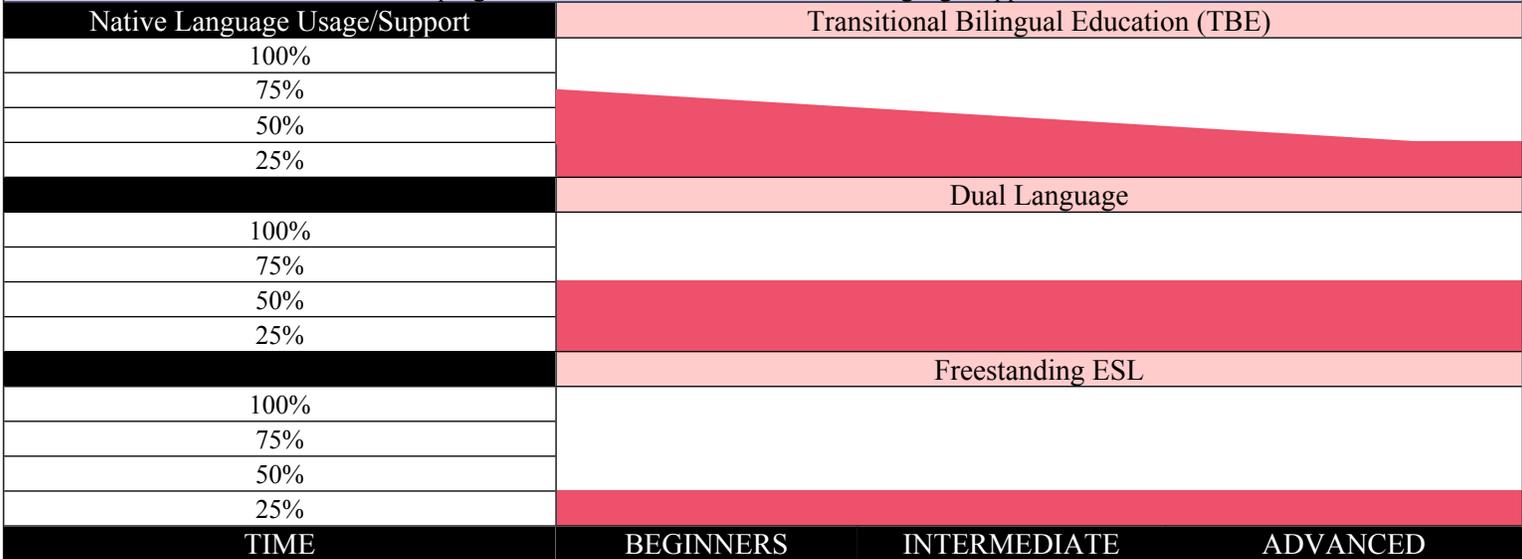
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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.

The following intervention programs are available to all ELL subgroups and are conducted in English:

6th , 7th and 8th Grade ELA – Academic Intervention Services
Wilson Reading (for beginners)
Read 180
Saturday Success Academy
Specialized High School Prep (for 8th graders)
SES Programs

6th, 7th and 8th Grade Math - Academic Intervention Services
Saturday Success Academy
Lunch time math tutoring
Specialized High School Prep (for 8th graders)
SES Programs

8th Grade Social Studies and Science - Academic Intervention Services
Saturday Success Academy

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

The current ESL program is effective in that all our periodicals demonstrate improvement so far for this year. This year's program is based on last year's program and that resulted in a good number of proficient scores on the NYSESLAT. We are striving to move everyone at least on proficiency category in this years NYSESLAT and we believe that this program is pushing our students towards mastery. Although we showed improvement in the NYSESLAT the other state tests did not reflect the same gains. To address this, we have introduced thematic units in our pull-out classes which are aligned with our social studies curriculum and the CCLS. This is helping the students meet the needs of both the ELA and social studies curriculum as well as improving their ESL skills and strategies. It is our assertion that our current program is striving towards meeting both the content needs of our ELLS as well as guiding them towards mastery of English.

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

In the last year, MS72 has worked towards aligning the ESL curriculum with the Common Core Learning Standards. This year we will continue to refine this process so that ELL learning is perfectly aligned with the CCLS. We are also introducing an online math program that allows individualized instruction in both English and Spanish. Most of our newcomers are Spanish so this program will be of great benefit to them.

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

No programs or services will be discontinued.

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

ELLs spend the majority of classes immersed in English-speaking classes. This means that the ELL students have the same access to the same SES programs as their peers. The information is then also relayed by the ESL teacher for clarity of information.

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

Over the next year the school is planning on integrating more technology into the ESL classroom. The ESL teacher has already integrated the internet, computer programs and listening stations into the current curriculum but is always looking at additional technologies to enhance the learning of our students. In the past three years Ipads have been integrated into the daily classroom environment and we are currently working on the acquisition of a smart board to be used in daily instruction. In the 2011 LAP we planned on bringing learning to our students' homes and we have done this through the introduction of Engrade. This allows us to post student work and communicate better with ELL parents.

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

Native language support is provided in the form of English and Native Language dictionaries, books and audio books. Each ESL

classroom also has flashcards for essential vocabulary in addition to environmental study aids such as globes, maps, charts and content alligned manipulatives. Where possible, content teachers also provide native language support in the form of direct instruction in the student's native language. Additional native language support is also offered through the implentation of a buddy system. This involves pairing a student with a student who speaks the same L1 but is more advanced in English. This allows a primary support system within the ESL classroom. Students who are going to take their state exams in their native language are assessed throughout the school year in both English and their native language.

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

Services support and resources directly correspond to the ELL's ages and grade levels. All materials and resources available to students are aligned to grade level standards.

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.

The ELLs in 8th grade are encouraged to attend orientation days at their new high school so that they will not only be able to familiarize themselves with the buildings but also so that they can meet their teachers for the next year. This opportunity allows for a smoother transition into high school. Our school liaises with elementary schools in the area with the end goal of implementing orientation days for future prospective students. This will allow the student time to acclimate to the school and the teacher time to identify any language issues that will need to be addressed in September. Additionally, the school offers the Summer Jump Start program for incoming 6th graders to assist them with reading and writing during the summer months.

18. What language electives are offered to ELLs?

Although students are offered language electives within the school curriculum there are currently no language programs offered specifically to ELLs. The Spanish teacher is always available during her lunch period to help Spanish speaking students practice their native language literacy skills.

19. For schools with dual language programs:

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

N/A

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 ESL staff participate in numerous monthly outside Professional Development opportunities. These workshops address the latest instructional methodologies for teaching ESL using core content subjects as well as providing ideas on how to effectively advocate for the ELL population. The ESL personnel also attend regular network meetings as well as BETAC (Bilingual Education Technical Assistance Center) workshops. During our monthly faculty conferences, different staff members and outside speakers will present topics to support teachers with effective instructional strategies. The ELL staff also presents ELL related topics to classroom teachers such as analyzing NYSESLAT data, ESL methodology and strategies and differentiating ELL instruction. Teachers also meet regularly to discuss English Language Learners' academic progress, data and successful instructional strategies for ELLs. Additionally the ESL staff also attend cluster meetings so that they can conference with the teachers of specific ESL students. ELL personnel also attend support PD for ELL related paperwork such as Part 154; LAP or BESIS. These sessions are also provided by the school CFN.
 - 2) The ESL staff are actively involved in providing support to teachers and students for end of year exit projects and content area exam preparation. This support is evident in push-in classroom instruction as well as lunchtime and afternoon workshops designed to specifically assist with 8th grade end of year projects.
 - 3) The guidance counselor plans a meeting exclusively devoted to the process of high school selection and registration. In November, during the first Parent Teacher Conference Day, applications are distributed and explained in detail in order to facilitate the transition from elementary school to middle school. The guidance counselor also conferences with the ESL staff with the objective of Identifying those students who would benefit from attending a newcomers high school.
 - 4) The ESL teacher participates in numerous monthly outside professional development opportunities, the contents of which are then relayed and shared with the staff during weekly academy and departmental meetings. Some of topics in the trainings included the Math Colloquial Series, Bilingualism, and the teaching of literacy to ELLs. The ESL teacher also facilitates Lunch and Learns that specifically concentrate on training teachers to effectively differentiate for their ESL population.

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) At MS72 ELL parents are encouraged to be involved meaningfully in their children's education. All parents of MS 72 students are invited to support the school and their children by becoming active members of the PTA and the School Leadership Team. They are invited to meet with classroom and cluster teachers four times a year; during parent orientations, Open School Night, and parent –teacher conference days to discuss their child's academic progress. If requested by the parents, teachers are available to meet with them individually. Family Game Nights and Family Movie Nights are also provided specifically for the parents of our ELL population. ELL parents are also invited to come to the school and participate in one on one reading sessions with their child. The parent coordinator also provides parents with information about adult English learning opportunities available in the community.
 - 2) MS 72 partners with several CBO's (Community Based Organizations) such as, Beacon and The Child Center of New York, that provide workshops and services for all parents, but not specifically for parents of ELLs. The school is currently looking into bringing back a second language program for parents who do not speak English. Although this program will be open to anyone it will primarily focus on the parents of the ELL population.
 - 3) Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum. The school evaluates the needs of parents through constant communication. Responses expressed in the Learning Environment Surveys are also taken into consideration to assess their needs and concerns. Additionally, the school's Parent Coordinator maintains continuous communication with parents.
 - 4) Parental opinions are a major component whenever the school implements a new program or changes an existing program. The Parent Coordinator evaluates the needs of the parents through surveys, conducting oral interviews, and phone calls; and is a direct link to parents to provide information on Parent Involvement issues and concerns, regarding their children, parent activities, workshops, and informational sessions based on their needs. When activities are implemented for parents, the school schedules the activities during the most convenient times for parents (after work hours or weekends). Feedback is requested in both verbal and written form after each event so that the success of each event can be monitored and if changes need to be made they can be noted for next time. :

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.

Paste response to question here:

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q072 **School Name:** Catherine and Count Basie (MS72)

Cluster: 406 **Network:** Karen Ames

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

Part A: Needs Assessment Findings

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

The data used to assess M.S.72's written translation and oral interpretation needs is based on the Home Language Survey completed by parents upon registering the student into the public school system. We also use ATS reports such as the RHLA and RPOB.

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

The majority of our non-English speaking parents are either Spanish or Haitian Creole speakers, with the third most widely spoken language being Punjabi. Other languages spoken include: French, Italian, Arabic, Bengali, Urdu, Malagasy and Dutch. Most of our parents have requested information to be provided in English but when the need arises, we use our on-site bilingual staff to provide an interpretation or translation for the parent. The ESL teacher disseminated this information to the rest of the school staff and administration.

Part B: Strategies and Activities

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

The school provides any necessary written translation for Spanish, French and Haitian Creole through staff members. Written translation for languages not spoken by members of the school staff will be provided by parent's family members, parent volunteers and the Department of Education Translation and Interpretation Unit.

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

The school provides any necessary oral interpretation for Spanish, French and Haitian Creole through staff members. Interpretation for languages not spoken by members of the school staff will be provided by parent's family members, parent volunteers and the Department of Education Translation and Interpretation Unit.

During All-School Meetings, i.e. Parent Teacher Meetings, Parent Conferences and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish or Haitian dominant speakers.

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>.

At the start of the school year (2013-2014), M.S.72 will distribute to all parents a copy of the Parent's Bill of Rights and Responsibilities in their native Language. We have a number of Spanish, French and Haitian Creole speaking pedagogues and staff members, as a result, the majority of our parents are able to communicate with school personnel without relying upon outside agencies.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Catherine and Count Basie MS72	DBN: 28Q072
Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

By reviewing the data we can see that only ten percent of this year's ESL population achieved a 3 or above in this year's state math exam. The remaining ninety percent are equally divided between achieving a one and achieving a two. On reflection of the data available to the school we have come to the conclusion that we could help our ELL population achieve demonstrable gains in their math skills if we were to offer an after-school program that provided targeted instruction in a bilingual setting.

The additional support will be open to all sixth, seventh and eighth grade ELLs. The nature of Catherine and Count Basie's language demographics demonstrates that the majority of students will either have Spanish or Haitian Creole as their first language.

The after-school program will commence on the second week of January and will last for a minimum of 15 weeks. The classes will take place three times a week and each session will last 90 minutes. There will be a minimum of 45 sessions in the school year. The program will have two teachers. The first will be the school's ESL teacher and the second will be a certified math teacher. The teachers will team teach with the express aim of increasing the student's content knowledge. This will be done by integrating the students prior knowledge of math skills previously learned in their original country with grade appropriate math skills used in New York. In addition to this the program will focus on helping the students understand commonly used math vocabulary.

The language of instruction will be primarily English but there will be native language support provided by the bilingual math teacher and the ESL teacher. Additionally there will be native language support provided through the implementation of ALEKS Mathematics Computer Software (a fully bilingual program) as well as the active use of bilingual textbooks, dictionaries and glossaries.

The materials used will be a combination of textbooks and computer software. The textbooks will be bilingual versions of the books used in the regular classrooms. The software will be ALEKS, a program that offers comprehensive math support in both English and Spanish. Catherine and Count Basie's newest and lowest functioning ELL population are our Spanish students. The other students have been in the country longer and are higher functioning, which means that they can use the ALEKS program in English with any native language support being provided by the teachers in the room. Additional materials such as dictionaries and glossaries will be provided from the regular classroom and will not be part of the Title III funding.

Part C: Professional Development

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

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

Begin description here:

1) We will implement a professional development workshop that will immerse the teachers in differentiation strategies specific to teaching to students who do not have English as a first language. This workshop will be after school and two hours long. It will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

2) The second professional development workshop will be for all the math teachers in the building and will take place over two different sessions. The first part of the PD will involve highlighting the obstacles that ELL students encounter when studying math in a second language. The PD will then help the teachers create an action plan for addressing these issues with the ultimate goal of helping the student overcome them. The second part of this PD will look at how math solving strategies differ between countries and how the different strategies can be embraced and incorporated into the ELL's learning in the math classroom. The workshops will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

3) The final professional development workshop will be for all the ELA teachers in the building. It will concentrate on the use of folk tales in the ELA class in order to cross cultural divides and ultimately facilitate increased student learning. In particular the PD will illustrate that, because almost every culture has its own version of popular fairytales, the students are often already familiar with the plot, characters and themes. This prior familiarity often helps the students to feel more comfortable in answering questions about the text which ultimately increases the ELL students' motivation in the ELA classroom. It will be given by the ESL teacher and will help the teachers address any ELL related questions that they have.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

- 1) The first parent workshop will be open to all Ells, former ELLs and their guardians. It will be a two hour informational workshop that will help the guardians understand the strategies that their children are learning in math class. To help further their understanding the workshop will involve the guardians teaming up with their children to collaboratively work through a variety of math problems. This workshop will be led by the ESL teacher and the math teacher and will take place after school hours on a weeknight.

- 2) The second parent workshop will be open to all guardians of our seventh and eighth grade ELLs. It will be designed to help inform the guardians on the necessary steps that need to be taken when their child transitions from middle school to high school. The parents will be given information that specifically addresses the promotion criteria and how it pertains to ELLs. The workshop will be led by the eighth grade guidance councilor and the ESL teacher and will take place after school hours on a weeknight.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		