

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BOOKER T. WASHINGTON MS54

DBN (i.e. 01M001): 03M054

Principal: ELANA ELSTER

Principal Email: EELSTER@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: CHRISTINA SOLIS

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
Elana Elster	*Principal or Designee	
Anne Marie Nowak	*UFT Chapter Leader or Designee	
Christine Annechino	*PA/PTA President or Designated Co-President	
Vernell Simmons	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erica Williams	Member/ Teacher	
Andrew Bergen	Member/ Teacher	
Dahlia Doumar	Member/ Parent	
Sandra Levy	Member/ Parent	
Tanya Khotin	Member/ Parent	
Susan Trout	Member/ Teacher	
Susan Samay	Member/ Teacher	
Deirdre McEvoy	Member/ Teacher	
William Reinisch	Member/ Parent	
Karen Saltser	Member/ Parent	
Illissa Sternlicht	Member/ Parent	
Rose Ann Watson Antsy	Member/ Parent	
	Member/ Teacher	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
	▪ 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)
	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.

By June, 90% of the students at Booker T. Washington will participate in at least one enrichment program in order to strengthen their leadership skills and improve their communication skills.

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.

Students who have been involved in enrichment programs at Booker T. Washington are more positive about school, more excited to come to school and have shown increased attendance, grades and self-confidence. Fortunate to have the resources of New York City, the school can increase its use of these resources and the experiences that are made available to students.

Students will choose from a selection of available and open clubs and activities. Some students will be chosen to participate in enrichment activities will serve to open students to new experiences, meet new people, and develop new skills.

- Middle school is a prime time for students to try new activities.
- Graduating 8th graders who participated in enrichment programs note that they were a positive part of their middle school experience.
- Enrichment programs provide students with an opportunity to take on leadership positions, participate with a group and develop different skills.
- Programs outside of the classroom have shown to be an effective place for students to meet other students.
- Studies show that students who are involved in activities tend to have better attendance and higher grades.

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. Students will choose from a selection of available and open clubs and activities. Some students will be chosen to participate in an enrichment activity based on their specific skills set.
2. All activities and experiences will incorporate a component of building a cohesive group.
3. All activities and experiences will involve the teaching of new skills.
4. Students will have an opportunity to participate in cultural events and programs through their classes. These include museum programs, arts programs and other experiences.

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

Faculty members, outside providers and parent volunteers will serve as experience leaders.

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

Attendance and participation rates in the various activities will be tracked.

Exit interviews will be done with a random selection of students.

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

In September, December and April new after school activities activities will be offered.

Other activities span September 2014-2015.

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

The After-School Program will include Newspaper Club, Debate Club, Math Club, Game Club, Chess Club, Track Team, Basketball Teams, Art Club, Jazz Club, Instrumental Music, Radio Club, School Musical

Extracurricular activities in school will include Student Council, Spelling Bee, Model UN, School Sustainability Team, Student Talent Show, Special Events include Booker T. Day, Student-Faculty Basketball Game

Other enrichment programs include cultural programs with the American Ballet, Brooklyn Academy of Museum and museum programs at the Museum of Natural History, Tenement Museum, Ellis Island, Metropolitan Museum of Art, Museum of Modern Art, The Museum of Math, The Whitney and other museum. Supplemental programs include Constitution Works and Theater for a New Audience.

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).

Parents will be encouraged to volunteer to help with the activities. This could include chaperoning, fundraising, judging and other such needs.

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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Grants from the PTA.

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 2015, 100% of the teachers will have participated in professional development specifically related to instructional practices designed to increase student achievement and engagement.

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.

Teachers and administrators need to further develop a shared school-wide understanding of what effective teaching looks like in all content areas. In addition, teachers need to continue to develop strategies to successfully implement the Common Core Curriculum. Teacher observations reveal that the teachers could benefit from professional development aimed at diversifying instructional strategies. Emphasis will also be placed on how to improve student vocabulary across all content areas (the instructional focus.)

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. Strategies/activities that encompass the needs of identified subgroups

Teachers meet weekly to plan instructional activities aligned to the curriculum.

Teachers conduct peer visitations with the goal of improving their own practice.

Regular classroom observations will provide feedback to teachers.

Professional development through the CFN Network will help teachers explore a variety of different strategies in their classroom.

Teachers receive professional development in order to fully understand the components of Danielson's Framework for Teaching.

Teachers will develop a school-wide plan that ensures the implementation of this year's instructional focus on vocabulary development.

September 2014-2015.

1.

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

The administrators, teacher leaders, network instructional specialists and NYC DOE personnel will serve as resources for this process.

1.

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

Teacher observations will demonstrate teacher effectiveness or an improvement in teacher practice.

Teacher observations will document the use of diverse instructional strategies.

Teacher observations will document the integration of technology and other educational resources into the instructional strategies.

Measures of student achievement will document the effect of instructional strategies on student achievement.

1.

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

1. September 2014-2015

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

Weekly professional development sessions will help teachers explore a variety of instructional strategies they can use in their classroom.

New and novice teachers will be assigned a mentor with whom they can work. In addition, there will be weekly professional development meetings specifically for them.

Teachers conduct peer observations in order to broaden their repertoire.

The faculty will use a variety of resources related to the teaching of vocabulary to explore different instructional practices on this topic.

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).

Weekly Parent Engagement Meetings will focus on instructional methods of teaching each academic area, as well as, about the teaching of vocabulary.

Budget and Resource Alignment

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

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

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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.

65% of students will make progress on the Spring 2015 New York State ELA exam as demonstrated by their test score.

Comprehensive Needs Assessment

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

The English Median Adjusted Growth Percentile for the school is 71% (64.5% of peer range.)

The English Median Adjusted Growth Percentile for the school's lowest third (266 students) was 72% (41.8% of peer range.)

New York State ELA Scores for students in self-contained classes show that 0% of the students are at Level 3 or 4 and only 47.4% of the students are at the the 75th Growth Percentile.

The report card grades, of the lowest third of the students, are below the school average.

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

The 2014-2015 instructional focus is on strengthening vocabulary. (Instruction will be a coordinated effort to have all students master the formal language of each discipline and utilize that language to ask questions, connect concepts, demonstrate understanding, acquire skills and take intellectual risks.)

All students will take baseline assessments in writing. Teachers will use the data from these assessments, the 2014 ELA exam and their own assessments to address areas of deficiency.

Students who scored below grade level on the Spring 2014 ELA Exam, will receive targeted instruction during Early Academy and during humanities class.

Students falling into the lowest third will be identified and supported by additional personnel such as America Reads tutors.

All students will receive targeted assistance with the goal of making progress. This targeted intervention will take place in humanities.

Students will be expected to read 40 books during the school year and to complete writing assignments in all subject areas.

Teachers will modify their lessons to address areas of deficiency.

1.

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

All teachers will contribute to the teaching of reading, writing and vocabulary.

All staff members will participate in professional development activities designed to help students improve their reading and writing skills.

Some of the professional development activities will be planned and led by members of the faculty and others by the CFN101Network and Department of Education.

NYU America Reads tutors will work with students in the lowest third to provide extra support.

Service providers such as guidance counselors, speech and SETTS teachers will push in to classes.

The librarian will support the classroom teachers and ensure that students have appropriate and ample reading materials.

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

Teacher created assessments (November, January, April and June) will help track student progress.

On-going class assignments and assessments will also provide continuous feedback to track progress.

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

September 2014-June 2015

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

Teachers will receive frequent feedback designed to improve practice and ultimately increase student achievement.

Collaboration among teachers on a regular basis will lead to the pooling of resources and expertise.

Organizational and programmatic decisions will be made to ensure that the students receive support.

The use of Universal Design for Learning will ensure that all learners have access.

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).

- Parents will be invited to several programs geared to learning more about the ELA assessment, developing strategies they can use to help their children improve and an understanding of how to interpret the results and the ARIS report.

Budget and Resource Alignment

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

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

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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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. 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).

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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.

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.

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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.

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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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. 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.						

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	Wilson, Great Leaps, Basic Writing, Rewards, Options	Small group instruction.	Early Academy (before school) After school homework help is available for all students in order to support their academic achievement.
Mathematics	Prentice Hall Intervention Kit	Small Group Instruction	After school homework help is available for all students in order to support their academic achievement.
Science	Direct Instruction	One-to-One	After school homework help is available for all students in order to support their academic achievement.
Social Studies	Direct Instruction	One-to-One	After school homework help is available for all students in order to support their academic achievement.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services by Guidance Counselor, School Psychologist, Social Worker or Health Clinic	Individual intervention by the school psychologist, individual and group sessions by the social worker and guidance counselors.	During the school day

**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 03	Borough Manhattan	School Number 054
School Name Booker T. Washington Ms 54		

B. Language Allocation Policy Team Composition [i](#) 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 Elana Elster	Assistant Principal Laura Lynch Geraghty (IA)
Coach type here	Coach type here
ESL Teacher Donna Smith	Guidance Counselor Darlene Collet
Teacher/Subject Area Marisol Rosario/Science	Parent type here
Teacher/Subject Area type here	Parent Coordinator Beth Servetar
Related Service Provider Virginia Young	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1	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)	816	Total number of ELLs	19	ELLs as share of total student population (%)	2.33%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): 0
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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							0	0	0					0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	15

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3	0	2	0	0	0	15	0	10	18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	3	0	2	0	0	0	15	0	10	18
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
_____														0
French														0
_____														0
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
_____																			0	0
SELECT ONE																			0	0
_____																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
_____									0	0	
SELECT ONE									0	0	
_____									0	0	
TOTAL	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							6	4	6					16
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	9	4	6	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	2					2
Intermediate(I)							3	0	1					4
Advanced (A)							5	4	3					12
Total	0	0	0	0	0	0	8	4	6	0	0	0	0	18

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

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	5								5
7	3		1						4
8	6								6
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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The NYSESLAT results indicate that our students are strong in making the necessary progress in syllables and identifying initial and final consonants, as well as vowel recognition and blends. The students continue to have difficulties in connecting letter and sounds to produce proficiency in spelling. In addition, the students have most difficulty with reading and oral expression. In the native language

assessments, most of the students are performing on level. Those students that are performing below grade level are current new arrivals (beginner ELLs).

Based on the students' scores, the school leadership and teachers are aware of the students' strengths and weaknesses. With this data, the ESL teachers have created lesson plans in Reading, Writing, Listening and Speaking, so instruction can be targeted to areas of need. The lessons are also differentiated with various activities for students to complete at their level. In addition, the school leadership has used these assessments to decrease the ESL teacher student ratio, determine priority topics for professional development and curriculum choices.

Students that are at an Intermediate level in reading and writing are often at the same level in listening and speaking. Their learning in the different modalities appears to progress at the same pace. With long-term ELLs in the higher grades, the gap between proficiency in reading/writing and listening/speaking is wider.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that across grade levels, most of our ELLs are advanced and their lowest modality, overall is in writing.
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](#))

The weakest area of the ELLs is in writing. We have instituted the Judith Hochman Basic Writing Program in our classes in an effort to address this particular area of weakness. The data reveals that these students are not at grade level in reading and benefit from AIS services.

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?

In comparison to their peers at this school, the ELLs are not scoring dramatically different from their peers. On both the ELA and math state tests, the ELLs are scoring below grade level.:

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
We believe that work on writing, reading and vocabulary will further support both second language development and native language development. Differentiated strategies will be used to help scaffold the lessons. Teachers of ELL students will receive on-going professional development to help them design instruction to help support their language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In order to evaluate our program, we focus on the performance of the students on the NYSESLAT, the State Exams and on their Classroom Performance (report cards.)

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In our school when come to register and they indicates it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HLS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

If the child is truly a new admits; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HLS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

After the HLS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HLS. The LABR is administered to the student within ten school days from registration date.

Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, as well as receiving academic intervention services throughout the day.

Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.

Students begin to receive appropriate services,

Parent coordinator (PC) is notified. Within two days, the PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents.

At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the parent is inform that the program is not offered at the school that school year. The parent inform of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following the school has the appropriate number of request to open the program they've selected. For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compare to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HLS and LAB-R take the NYSESLAT test every year.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents meet with someone in the District Enrollment Center and are explained their choices. Once they arrive, the family worker and parent coordinator meet with the parent and once again review the available choices. The parent also has an opportunity to watch an online video about the choices available and to complete a brief orientation.
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 [\[see tool kit\]](#).)
These letters are presented to the parent when they arrive to register. The parent reads and fills out the form while they are present. Using RLAT and other ATS reports, entitlement letters are generated and sent home.
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.
When they come to the school, parents have already chosen an ESL program. This choice was presented to them at the District Enrollment Center. We verify that the parent wants ESL before continuing the process. The entitlement letters and the placement letters are kept in the students' cumulative folder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered in the spring to all the ELLs. This is done by the ESL teacher. All parts of the NYSESLAT test are administered as required. Proper testing procedures are followed.
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. **①**
Because parents are told ahead of time that the school only has an ESL Program, they are aware of this when they arrive and do not express a desire for another program.

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])?
The ELL students travel with a monolingual class, from their specific grade. They are serviced by an ESL teacher who pushes into the classroom.
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)?
SEE BELOW
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
SEE BELOW
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

SEE BELOW

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

SEE BELOW

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).

See BELOW:

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?

SEE BELOW

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?

See BELOW

All LEP students are placed in an ESL group by proficiency level no matter their grade; they are grouped either as beginners, intermediated or advanced English proficiency level with no more than 10-12 students in one particular classroom. For example, Beginners are generally in a smaller group for more specialized, small-group instruction. All students at the Beginning, Intermediate or Advance levels are serviced nineteen 47-minute periods/week during stand alone ESL and during ELA, social studies and science. They also offered ESL/small group instruction Monday through Friday for 35 minutes in the morning. The additional support allows reinforcement of strategies taught to support ELLs, as well as, application of those strategies during core curriculum instruction.

Once we had a comprehensive diagnostic, we began to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). The school's school intervention team along with their teachers determines an individualized plan to meet their needs. The students are placed in the ESL class but are given an age-appropriate class for social studies, science and math so that they are given instruction appropriate to the state testing; especially for 8th grade students. This also allows the students to get the age-appropriate developmental and social skills that are needed to be addressed.

The parents, along with the support of the AIS team and ESL teachers provide support for the student. The AIS and ESL services are comprised of only small groups to support the students' needs.

The student's progress is tracked and monitor on a quarterly basis to ensure that the services are meeting their needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program were they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction.

If the child is a Beginner, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs. Many of our long-term ELLs also qualify for AIS and are students with special needs. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. In addition, developing mastery of the academic language promotes improvement of writing skills.

A large proportion of our long-term ELLs are deficient in the writing modality on the NYSESLAT and ELA. We use an ESL curriculum

for upper grades to support the writing in all content areas. The ESL teacher also works with the long-term ELLs to support them in the Balanced Literacy Reading and Writing program. While ESL teachers support the Balanced Literacy block, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research and other higher-order thinking activities. Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program where they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction

Newly admit are serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. Students are mentored by one of their peers who will help them with daily routines and schools' expectations.

We have specific materials that will support the students' academic needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

Students who have passed the NYSESLAT receive AIS or small group instruction during our morning academy for up to two additional years or longer if needed.

The ESL teachers and the classroom teachers' work together to provide a model that is best for the students. The school provide an ESL teachers create an individualized schedule to ensure that they receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level.

Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, using chants, songs, as well as teaching using practices where students participate in topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc. Teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technology in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms.

A multi-faceted model with read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills is used with all ESL learners. In addition, the ESL teachers use bilingual dictionaries to increase English vocabulary with the newcomers during the class period.

In general, Beginning students show overall strength in listening and speaking in English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible. Vocabulary is very limited and they have great difficulty producing correct grammar or syntax. They often use gestures to express meaning or switch to their first language. The ESL teacher utilizes pictures, gestures, pair interaction and the Whole Language approach to reinforce concept and increase vocabulary. Phonics, basic skills is also taught through content area.

At the Intermediate level students are more comfortable using English. They recognize most topics by familiar terms and phrases and are able to understand the main idea of a moderately demanding oral presentation. They understand a range of common vocabulary and idioms. They can also follow simple and short conversation. At the intermediate level, students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent and the students tend to over-generalize grammatical structures. They continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their discourse is fluent and they master grammatical structures. They can be understood by listeners and in case of misunderstandings are able to rephrase their sentence.

Students at an Advanced level demonstrate fluency in listening and speaking. They make presentations; can switch from basic interpersonal conversational skills to cognitive language proficiency. They use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions. They also begin to proficiently use English idioms and everyday phrases.

Based on our school's NYSESLAT scores and additional informal assessments, we have determined that reading and writing

presents various challenges for Beginner ELLs. Their ability is limited to decode and sounding out words. They have few or no practical writing skill in English. Beginners with high reading and writing skills in their first language are more comfortable transferring those skills to writing in English. They, however, will often spell the words phonetically. Working with them systematically on spelling and grammar, they are able to adapt to the correct version very quickly.

As the students improve and move to the Intermediate level, they understand the purpose, main idea, and details of some shorter academic texts. They read word to word and understand most words and phrases. They are also able to scan shorter academic texts for specific information. They read texts with language that is concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling or experience in a simple paragraph, though their writing often shows a lack of control over grammar, vocabulary and spelling.

As these students move to Advanced level, they adjust their reading rate according to the content of the text. They grasp main ideas, key words and important details in a wide range of social and academic texts. They are able to understand most unfamiliar vocabulary by using context clues, understand the author's purpose, point of view and understand figurative language. They construct coherent paragraphs on familiar topics, expressing their feelings, opinions and research results with clear main idea and supporting details. They write about a variety of topics. Although they make errors in grammar, spelling, vocabulary or punctuation they can clearly communicate the purpose of their writing.

For the ESL program, the school uses the small group level instructional model to service the students in all grades. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. All teachers utilize the Reader's Workshop for the Advanced and Intermediate students.

Teachers must plan specifically for language within the structure of the Balanced Literacy mini-lesson to provide for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. They reinforce listening/speaking skills, reading skills and writing via the student independent books as well as authentic literature that provides a balance of fiction and non-fiction, novels and short stories. They also include an audio CD with the recorded stories to build listening and auditory skills for our Beginner students and students with a native language other than English and/or Spanish. The school has also analyzed the NYSESLAT scores by looking at the scale scores in both Reading/Writing and Listening/Speaking. By having a clear visual of the strengths and weaknesses in the modalities, they can plan for further differentiated instruction. For example, many of the Intermediate ESL students have stronger Listening/Speaking skills than Reading/Writing skills. Therefore, the teacher has planned for more instruction and practice on conventions and mechanics, as well as vocabulary development, to improve the students' reading and writing.

In addition of the Scott Foresman, ESL Series (Accelerating ESL) and the Pearson/Longman Shinging Stars Series, the students use the same curricular materials as the non-ELL students. The curriculum aligns with the CCLS. Yet, the teacher provide the studens with a scaffolds to help them access the material. They also use the Wilson resources, Great Leaps, basic Writing and Rewards as part of their program.

Every student is evaluated on an individual basis to determine what class structure will best serve their educational needs. For students with disabilities, their IEP is followed and the IST is consulted to determine how to best support them.

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:	0		
Social Studies:	0		
Math:	0		

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

Science:	0			

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

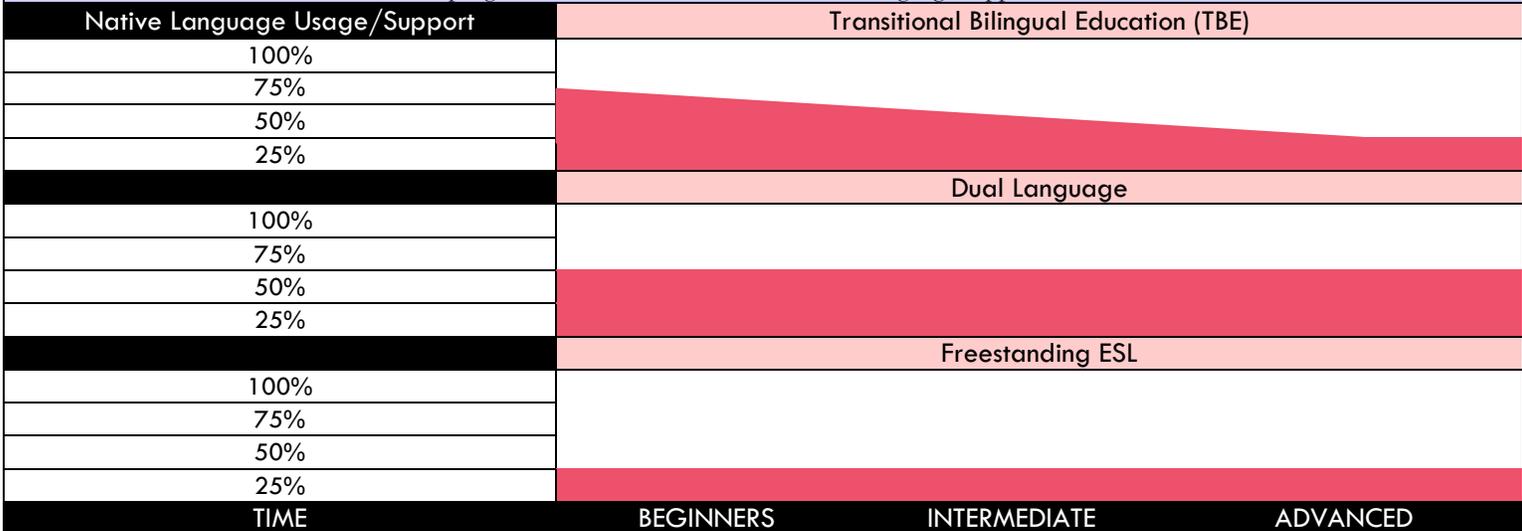
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
All the ELL students receive targeted intervention during our Early Academy Program -- on Tuesday, Wednesday and Thursday mornings. Intervention services, in English, are provided in both ELA and in math.
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 Early Academy Academic Intervention Program targets students who need intervention services. These students are serviced in a small group, which allows them to get a great deal of individual attention. Students who come regularly have been shown to make progress as shown on their test scores and grade reports. All teachers are aware that they are teachers of ELL students and know who those students are.
11. What new programs or improvements will be considered for the upcoming school year?
None
12. What programs/services for ELLs will be discontinued and why?
We have no major changes planned.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The after-school program includes homework help, debate, newspaper, art, drama, orchestra, chess, basketball, track and field and video. All students, including ELLs have equal access to every program. No distinction is made and all ELLs are encouraged to participate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Teachers use a wide variety of instructional materials to support the ELLs. These include print, technology, hands on projects, lab work, manipulatives and many more. Students make use of the classroom computers as part of their studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is given by the bilingual teachers who work with the students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Students receive appropriate support based on both their developmental and educational level.
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.
An orientation is held for parents before the school year begins and then another one is held for both students and teachers during the first week. As needed, the parent coordinator provides an orientation to parents.
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

MS 54 strongly believe that it is imperative to educate ESL and classroom. We have teamed with the DOE Teaching & Learning Professional Department for English language Learners who provide training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team, which include the Assistant Principal and ESL teacher. The teachers go out for professional development as well as a member of the Network which supports our school comes into the building one time per week to work with and assist the teachers. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); ESL.

In addition, we'll offered the following professional development throughout this school year:

Building Academic Vocabulary by Robert J. Marzano: This comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a schoolwide approach to teaching content-specific vocabulary. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Building academic Vocabulary curriculum.

Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn: All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.

Judith Hochman's Basic Writing Program focuses on the writing strategies

The Professional Development is done on the third Friday of every month (Oct. 18, November 22, January 17, February 28, March 21 and May 16.) In addition to the topics described above, the use of DOE resources in ARIS Learn will also be used. A full calendar will be maintained as well as records of the professional development activities. The guidance counselors will attend Network led workshops in November and December and in March.

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?

We will provide Parent workshops that inform parents of their rights and choices; the different components of ESL; a clear understanding of the goals and program; and how their support at home will help the students become English proficient. Parents meet regularly with classroom and ESL teachers to discuss students' progress. The PTA and Parent Coordinator sends home a weekly newsletter informing parents of the upcoming events

Three parent workshops will be held during the school year in order to support the parents of LEP students. The first workshop, Orientation to Middle School for Parents of ESL Students will be held in September to address parent orientation to the school community. The second workshop, Your Child and the State Exams, will be held during the middle of February to preview the exams. At this time, parents will be invited to visit classrooms for Open School Week and Parent Teacher Conferences and meet with their students' teachers to discuss preparation for the upcoming NYSESLAT and student progress. The third workshop, Preparing Your Child for High School, will be held during May to inform parents of ELLs about the high school application process and their parental options for ESL services.

The PTA has social activities, educational workshops, community building events and fundraisers throughout the year. All parents are encouraged to participate.

Spanish translation is available at PTA meetings and functions. If parents request other translation services, those will also be provided if notice is given.

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)
Elana Elster	Principal		1/1/01
Laura Lynch	Assistant Principal		1/1/01
Anne Pejovich	Parent Coordinator		1/1/01
Donna Smith	ESL Teacher		1/1/01
Beth Serveter	Parent		1/1/01
Marisol Rosario	Teacher/Subject Area		1/1/01
Rachel Pinsen	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Darlene Collet	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **03m054** School Name: **Booker T. Washington**

Cluster: **1** Network: **101**

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

Part A: Needs Assessment Findings

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

We use data available in ATS and in the permanent record folders of incoming students to determine the primary language spoken by parents. Data is collected from sources such as Home Language Identification Survey and Blue Emergency Contact Cards.

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 most predominate need is for translation into Spanish. We have sent out translated material in Spanish to all of our families. We have also let all parents know through written, translated material, that language support and translation is available in all languages. We have used the materials provided by the DOE Translation and Interpretation Unit.

Part B: Strategies and Activities

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

The school will provide written translated materials to all parents in the language they request. This is made available through the use of the resources of the DOE Translation and Interpretation Unit. We also make use of the phone-in service and when necessary a translator is contracted.

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

Oral interpretation services will be provided either by members of the faculty or through the phone services of the DOE Translation and Interpretation Unit.

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

At the start of the year, we let parents know that translated materials and services are available and identify who needs these services. We make use of the resources of the DOE Translation and Interpretation Unit.