



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : __DYKER HEIGHTS INTERMEDIATE SCHOOL 201_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): __20K201_____

PRINCIPAL: __MADELEINE BRENNAN_____ **EMAIL:** MBRENNA@SCHOOLS.NYC.GOV

SUPERINTENDENT: __KARINA COSTANTINO_____

SUBMITTED: DECEMBER 1, 2011_

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Madeleine Brennan	*Principal or Designee	
Theresa Buono	*UFT Chapter Leader or Designee	
Elaine Safran	*PA/PTA President or Designated Co-President	
Barbara Cipriano	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	
James Watters	Member/UFT	
Zeina Badr	Member/PTA	
Maryann Cardin	Member/PTA	
James Castiglione	Member/PTA	
Lorraine Coffey	Member/PTA	
Lisa Lynch	Member/PTA	
Joseph LaCascia	Member/CSA	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2010, all students will have engaged in at least one literacy and one math task embedded in a rigorous curriculum unit aligned to the new Common Core Standards.

Comprehensive needs assessment

- The Common Core standards are being phased in with full implementation by the 2013-2014 school year. Instruction needs to be adjusted from implementation of the New York State Standards to the new Common Core Standards. One standard that needs particular attention is the writing standard with regard to composing a persuasive or argumentative writing piece.
- This is also a Chancellors' Instruction Expectation for the 2011-2012 school year.

Instructional strategies/activities

- Teachers will meet in grade and subject teams to collaborate on creating the literacy and math units.
- Within the content teachers schedules are common prep periods that can be used to meet and work together to create the Common Core units. The 37½ minute Team Meeting each week will be used for the teacher teams to meet and collaborate on creating the tasks.
- The Assistant Principals, Literacy Coach and Math Coach will facilitate these meetings, identify resources needed, and report to the Principal on a weekly basis at the Principal's Cabinet Meeting. If necessary, some monthly Faculty Conferences and/or Departmental Conferences will be used to provide additional time for the Teacher Teams to meet to work on these tasks.
- Additional funds provided for the implementation of the Common Core Standards will be used to pay members of the Teacher Teams for Per Session and/or Prep time used to work on creating the Common Core units.
- The Literacy, Social Studies, Science and other departments will each create instructional units in which persuasive/argumentative writing is a part. Students will be exposed to more than one Literacy task aligned to the Common Core Standards.
- The Math Department will create math units on each of the grade levels aligned to the Common Core Standards.
- The various departments will implement their units consistent with their Instructional Pacing Calendars and Instructional Maps.

Strategies to increase parental involvement

- Encouraging parent participation in the School Leadership Team and the Parent Teachers Association.
- Host an annual Title I Parent Meeting.
- Host an annual Title III Parent Meeting.
- Use the Parent Involvement Plan template with the Title I Committee to determine the Parent Involvement Plan for the school for 2011-2012.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
- Conduct Parent Workshops dealing with the Grade Orientation and Curriculum Meetings, the High School Application process, the use of ARIS Parent Link, and Grade Literacy and Grade Math Workshops and the resources available to parents to help their children in Literacy and Math.
- Schedule PTA and parent meetings with flexible times, usually alternating between day and evening meetings.
- Translate key school documents and provide interpretation during meetings and events as needed.
- Distribute a Monthly Calendar of school events.
- Maintain a school website listing school events and providing links to resources for parents to aid their children's instruction.

- Encourage Teachers to provide written and/or verbal reports periodically.
- Provide all students with a free Student Planner for them to list homework and projects.
- Invite parents to visit the History Fair, Science Fair, Foreign Language Fair, Multi-Cultural Fair, Shakespeare Festival and Fall Holiday Concerts.
- PTA and Parent Coordinator is creating a distribution list of e-mail addresses of Parents so they can receive notices and information directly to their e-mail accounts.

Strategies for attracting Highly Qualified Teachers (HQT)

- At present, all teachers assigned to I.S. 201 are listed as Highly Qualified Teachers in the NYS Beds Survey.

Service and program coordination

All Students with Disabilities, English Language Learner, General Education and Gifted and Talented Classes will engage in instructional units formulated by teachers on each grade level collaboratively in Literacy and Math.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement this action plan for 2011-2012.
- Title III funds will be used to provide remediation services two days a week afterschool and to fund a Saturday Academy for English Language Learners.

ANNUAL GOAL #2 PTA and Parent Coordinator is creating a distribution list of e-mail addresses of Parents so they can receive notices and information directly to their e-mail accounts. **AND ACTION PLAN**

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

Annual Goal #2

- By June 2010, the number of Sixth Grade Students in non-gifted classes scoring above 65% on the Achieve 3000 E-Progress Report in ELA will increase gby 5% compared to the baseline established on the October 2011 achieve 300 E-Progress Report in ELA.

Comprehensive needs assessment

- This is part of a multi-year goal to utilize technological resources to increase student achievement. Last year, Special Education and English Language Learner classes were introduced to using Achieve 3000 to differentiate ELA instruction and to provide on-going assessment of student progress in ELA. This year, Achieve 3000 will be used by those classes in a more formal structured way. Also, the use of Achieve 3000 will be extended to non-gifted classes. Next year, the use of Achieve 3000 will be extended to the Seventh Grade and the following year to the Eighth Grade.

Instructional strategies/activities

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- All sixth Graders in non-gifted classes will be scheduled for weekly sessions using Achieve 3000 in English Language Arts.
- Self-contained classes in Special Education, English Language Learner and Integrated Collaborative Team classes will be provided with laptops or tablets to

work on Achieve 3000 programs.

- General Education classes will be scheduled for an Achieve 3000 resource room providing them with computers to work on Achieve 3000 programs
- Departmental conferences will be used to provide professional development for the teachers in using achieve 3000 programs as needed

Strategies to increase parental involvement

- Encouraging parent participation in the School Leadership Team and the Parent Teachers Association.
- Host an annual Title I Parent Meeting.
- Host an annual Title III Parent Meeting.
- Use the Parent Involvement Plan template with the Title I Committee to determine the Parent Involvement Plan for the school for 2011-2012.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
- Conduct Parent Workshops dealing with the Grade Orientation and Curriculum Meetings, the High School Application process, the use of ARIS Parent Link, and Grade Literacy and Grade Math Workshops and the resources available to parents to help their children in Literacy and Math.
- Schedule PTA and parent meetings with flexible times, usually alternating between day and evening meetings.
- Translate key school documents and provide interpretation during meetings and events as needed.
- Distribute a Monthly Calendar of school events.
- Maintain a school website listing school events and providing links to resources for parents to aid their children's instruction.
- Encourage Teachers to provide written and/or verbal reports periodically.
- Provide all students with a free Student Planner for them to list homework and projects.
- Invite parents to visit the History Fair, Science Fair, Foreign Language Fair, Multi-Cultural Fair, Shakespeare Festival and Fall Holiday Concerts.
- PTA and Parent Coordinator is creating a distribution list of e-mail addresses of Parents so they can receive notices and information directly to their e-mail accounts.

Strategies for attracting Highly Qualified Teachers (HQT)

- At present, all teachers assigned to I.S. 201 are listed as Highly Qualified Teachers in the NYS Beds Survey.

Service and program coordination

- All Students with Disabilities and English Language Learner classes will participate in Achieve 3000 at all grade levels.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement this action plan for 2011-2012.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, the scale score achieved by the students in the bottom one-third population in Math on the Spring 2010 NYC/NYS Test in Mathematics will increase by at least one scale score level.

Comprehensive needs assessment

- Students in the bottom one-third population in Math made the least amount of progress on the 2010-2011 Progress Report compared to the other student populations in the school.

Instructional strategies/activities

- Professional Development at Departmental Conferences will stress exemplary math instructional practices.
- The Math coach will provide professional development and instructional support to Math, ELL and special education teachers as needed.
- Some extended Day instruction will focus on math skills for identified students.
- Targeted students will be encouraged to attend the after-school Promotional Excellence program which will include math instruction.
- ELL students will be encouraged to attend the Saturday ELL Program as well as the after-school Promotional Excellence program which will include math instruction.
- Most classes will have 8 periods of math instruction per week. Non-gifted classes will be scheduled for an additional period of math instruction each week with a math teacher where possible.
- Teachers will be provided professional development in the interpretation and use of ARIS, Acuity Interim Assessments and City/State Test data.

Strategies to increase parental involvement

- Encouraging parent participation in the School Leadership Team and the Parent Teachers Association.
- Host an annual Title I Parent Meeting.
- Host an annual Title III Parent Meeting.
- Use the Parent Involvement Plan template with the Title I Committee to determine the Parent Involvement Plan for the school for 2011-2012.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
- Conduct Parent Workshops dealing with the Grade Orientation and Curriculum Meetings, the High School Application process, the use of ARIS Parent Link, and Grade Literacy and Grade Math Workshops and the resources available to parents to help their children in Literacy and Math.
- Schedule PTA and parent meetings with flexible times, usually alternating between day and evening meetings.
- Translate key school documents and provide interpretation during meetings and events as needed.
- Distribute a Monthly Calendar of school events.
- Maintain a school website listing school events and providing links to resources for parents to aid their children's instruction.
- Encourage Teachers to provide written and/or verbal reports periodically.
- Provide all students with a free Student Planner for them to list homework and projects.
- Invite parents to visit the History Fair, Science Fair, Foreign Language Fair, Multi-Cultural Fair, Shakespeare Festival and Fall Holiday Concerts.
- PTA and Parent Coordinator is creating a distribution list of e-mail addresses of Parents so they can receive notices and information directly to their e-mail accounts.

Strategies for attracting Highly Qualified Teachers (HQT)

- At present, all teachers assigned to I.S. 201 are listed as Highly Qualified Teachers in the NYS Beds Survey.

Service and program coordination

- Targeted Students are in Special Education, English Language Learner, and low-achieving General Education classes.

Budget and resources alignment

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement this action plan for 2011-2012.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	Approx 50	Approx 50	Approx 25	Approx 25	Approx 3	Approx 3	Approx 1	Approx 10
7	Approx 42	Approx 42	Approx 30	Approx 30	Approx 2	Approx 2	Approx 1	Approx 8
8	Approx 36	Approx 36	Approx 20	Approx 20	Approx 2	Approx 2	Approx 1	Approx 8
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • The Literacy Coach provides part-time one-to-one services during the school day to selected at-risk students. • SETSS Teachers provide at-risk services to students during the school day using a push-in model. • Per Session teachers provide services after the school day to selected groups of students in the Promoting Excellence program. • Per Session teachers provide services on Saturday to selected groups of students in the ELL Saturday Academy Program.
Mathematics	<ul style="list-style-type: none"> • Per Session Excellence Program. • Per Session teachers provide services on Saturday to selected groups of students in the ELL Saturday Academy Program.
Science	<ul style="list-style-type: none"> • Per Session teachers provide services before the school day to selected groups of ELL students during the Spring term.
Social Studies	<ul style="list-style-type: none"> • Per Session teachers provide services before the school day to selected groups of ELL students during the Spring term.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Guidance Counselors provide one-to-one counseling services to selected at-risk students during the school day.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • School Psychologist provides one-to-one counseling services to selected at-risk students during the school day.

At-risk Services provided by the Social Worker	<ul style="list-style-type: none">• School Social Worker provides one-to-one counseling services to selected at-risk students during the school day when he is in the school.
At-risk Health-related Services	<ul style="list-style-type: none">• School Nurse provides one-to-one counseling services to selected at-risk students during the school day as needed.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 20K201 School Name: ***Dyker Heights Intermediate School 201***

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The LEP student population in the school is primarily made up of children who have been in the United States for less than five years.

The SWD student population in the school is made up of children who have previously been identified as students with disabilities. They are in self-contained classes, 12:1 and 12:1:1, in Integrated Co-Teaching Classes (ICT) or receiving SETSS services (RR).

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The 2011-12 SINI grant will be used to fund the following activities:

The teachers of Students with Disabilities will work as teams with Teacher Facilitators in after-school sessions to enhance instruction through the use of SmartBoard technology by creating lessons for their students that are aligned to the Common Core State Standards. The supervisor of the Special Education Department will facilitate the sessions.

The teachers of Limited English Proficiency (LEP) students will work as teams with Teacher Facilitators in after-school sessions to enhance instruction through the use of SmartBoard technology by creating lessons for their students that are aligned to the Common Core State Standards. The Supervisor of the English Language Learner (ELL) Department will facilitate the sessions.

The Supervisors will also arrange for the purchase of materials to facilitate the sessions, primarily flash-drives for each teacher to use creating and saving their lessons, and some print materials for teachers to use as resources in creating their lessons.

Already in place, (with our CEP's "Conceptual" Consolidation of Funds in a Title I Schoolwide Program [SWP] funds) are the following activities:

The SWD and LEP Students are assigned to teachers for Extended Day Instruction which meets three days a week in 37-minute sessions.

The SWD Students are offered After-School Instruction in the “Promotion Excellence Program” which meets two days a week for 1 ½ hours each session. Instruction is primarily concerned with ELA and Math skills.

The LEP Students are offered After-School Instruction two days a week for 1 and ½ hours each session and at a Saturday (“Academy”) Program that meets for 3 hours per session.

Eighth Grade SWD and LEP Students struggling in Social Studies and Science classes are offered Before-School and After-School Instruction in the Spring Term in those academic areas. The focus is on dealing with Document Based Questions and preparation for the NYS Intermediate Science Test.

The Guidance Counselors provide At-Risk services to students who are self-referred, or recommended by their teachers or parents.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

A Literacy and a Math Coach are funded to provide professional development and assistance with instruction to teachers. The Assistant Principals are partially funded with Title I funds and provide professional development at Monthly Faculty Conferences and Monthly Departmental Conferences.

Teachers and Administrators are sent to appropriate Professional Development sessions outside the school.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

N/A. There are no new teachers and so no teacher-mentoring program this year.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter will be sent to the parents informing them of the school’s SINI status. It will be translated into the most predominant home languages of the students and follow the NCLB/SED Parent Notification Letter template.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader JoseruizDebra Van Nostrand	District 20	Borough Brooklyn	School Number 201
School Name Dyker Heights Intermediate School			

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

Principal Madeleine Brennan	Assistant Principal Robert Ciulla
Coach type here	Coach type here
ESL Teacher Mrs. Ioffe/ Ms. Martinez	Guidance Counselor type here
Teacher/Subject Area Mrs. Markovich/ Ela	Parent type here
Teacher/Subject Area Ms. Moshkovich/science	Parent Coordinator Margo Kelly
Related Service Provider type here	Other type here
Network Leader 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	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1520	Total Number of ELLs	146	ELLs as share of total student population (%)	9.61%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Students registering, and accompanied by parent(s)/guardian, meet with the pupil personnel secretary. If new admits to the NYCDOE system, the HLIS is administered by either the ESL coordinator or A.p of the ELL department in english or in their home language.If parent indicates native language a translator is provided during this process. When HLIS indicates possible eligibility for ELL services, the child and parent(s)/guardian are referred to the ELL supervisor and, whenever possible, a staff para who speaks their native language. An informal oral interview in english or their native language . Within ten days of registration a newly admitted student, whose HLIS indicated possible eligibility for ELL services, is administered the LAB-R. This screening is done by the ELL department coordinator, Natalya Markovich, a NYS certified ESL teacher. The department's team of certified ESL teachers then reviews the results of a formal initial assessment, administered by one of the department members.

In September-October ESL team members meet with their supervisor, Robert Ciulla, and review the results of the most recent NYSESLAT. Focus is on: • comparison of three years results (where available) for each student; • comparison of results within the four modalities for each student; • classification of each student as A-I-B(rf. ATS report RNMR,RLAT); • assignment of each student to an ESL instructional group according to proficiency level; • comparison of NYSESLAT results with NYS ELA results(where available)for each student; • development of instructional goals for individual students based on the above analysis.

2. Within the first month of the school year, a parent/guardian orientation is scheduled to explain program choices for newly-eligible ELL students. Contact with parent(s)/guardian is made through letters sent home in the native language and phone calls are made in the native language, inviting and encouraging attendance at this orientation.

During orientation the Parents are given a choice letter which indicates program selection . They are to choose from TBE, Dual Language or Free standing ESI program . Videos(NYCDOE edition) in various languages, along with paras translating in native languages, explain the three program choices that are available, the results of the LAB-R testing of their child, and the recommended placement of their child. Questions and Answers are provided in parent(s)/guardian's native language. As new students register to the school this process is done once again .

3. ESL department coordinator prepares entitlement letters to parent(s)/guardian in their native language and submits them to ELL supervisor, Robert Ciulla, and principal, Madeleine Brennan, for review. These letters are distributed at either the orientation meeting or through student hand delivery. A Para that speaks the natiive language assists Mr. Ciulla. The A.p(Mr. Ciulla) then stores all documents in his office and maintains a system (check off list) of all signed and returned letters, with follow-up calls to those parent(s)/guardian who have not returned their letters. The Para Assists with these calls in the childs native language.

4. Eligible students are placed in a Freestanding ESL instructional group based on: • informal initial assessment; • results of LAB-R; •

formal initial assessment(e.g. DRA); • NYSESLAT results(where available); • NYS ELA results; • conferences and/or phone calls with parent(s)/guardian in their native language(Orientation, PTA meetings, parent-teacher conferences) . Parents who do not want their child in Free Standing Esl are offered a list of schools where it is being offered. Parents are made aware that if a certain number of parents choose Bilingual education program or Dual Language program it will then be created at Dyker Heights I.S 201.

5. As a result of the Parent Survey and Program Selection form we have found that the majority of parents at Dyker Heights continue to request the Free Standing ESL Program. This year at orientation 8 out of 10 new admit parents requested Free Standing ESL Program. The other 2 requested Bilingual.

6. All ESL programs are aligned with the parent requests and program choice as indicted by their response on the parent survey and program selection forms. As a areult of the Parent survey, it indicates that the parents chose the Free Standing Esl Program. During orientation a survey will be given to the parents which indicates the three programs that are available Bi lingual, dual Language and Free standing. If the survey shows that parents choose Bilingual or dual language the school will then open a class to meet the students educational needs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														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	146	Newcomers (ELLs receiving service 0-3 years)	83
Special Education			39

Number of ELLs by Subgroups					
SIFE	15	ELLs receiving service 4-6 years	42	Long-Term (completed 6 years)	21

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	83	16	3	42	3	27	21	0	5	146
Total	83	16	3	42	3	27	21	0	5	146

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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							17	16	9					42
Chinese							21	27	23					71
Russian								2						2
Bengali														0
Urdu								2	4					6
Arabic							8	7	3					18
Haitian														0
French														0
Korean									1					1
Punjabi														0
Polish							1		1					2
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other								3	1					4
TOTAL	0	0	0	0	0	0	47	57	42	0	0	0	0	146

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1a. The ESL Program at Dyker is a Freestanding program. The classes are self contained. We provide Esl services for those who are in special education. They are put into group sizes based on their IEP's and the ESl teacher services them based on the mandated number of units.

1b. The four ESL classes are instructed by grade level and are grouped by proficiency level. We also use differentiation to meet the students diverse academic needs.

2. We have six ESL certified teachers. Three teachers teach the core classes (Ela and science. All subjects are taught using Esl methodologies to the students, the other two provide the ESL instruction and the other 2 do not teach ESL students. they have a ELA license, in which they teach in.

2a. The ESL teachers provide the mandated 360 instructional minutes of ESL for ELL students . When programming, the mandated number of ESL periods is incorporated within the students schedule. The classes are self-contained, as a result all ELL students receive their mandated minutes. . Students receive 90 minutes of ESL instruction a day, This is given 4 days a week.

3. Teachers differentiate content area instruction by providing visual aids, math manipulatives, using total physical response, flash cards and bilingual dictionaries. Extensive vocabulary review is provided to students when pre reading is facilitated. When possible ELLs are

A. Programming and Scheduling Information

provided with books in their native language to facilitate understanding of the content area taught.

4. As a freestanding program we ensure that ELLs are appropriately evaluated by administering the Spanish LAB. All ELLs are evaluated using english ELA state exams in english and in their home language for the math and science exams.

5. The Ell teachers would look at students levels by collecting data, such as ELA state test, NYSLAT, Lab-R, class tests, portfolios and other data that is available. When differentiating by subgroups, Beginners are given level appropriate reading selections that are accompanied by bilingual dictionaries, visual aids, picture books, buddying system in native language. For intermediate, level appropriate reading texts, writing assignments, Visual aids. For Advanced we would incorporate the four modalities which include writing, reading, speaking and listening. All this would be incorporated using ESI methodologies.

5a The ESL teachers provide additional small group instruction for SIFE students during the extended day, which is three days a week for 37.5 minutes per session. They also have the opportunity to attend the afterschool program that is offered two times a week for a total of four hours. The Saturday Ell academy is also provided which is three hours per session.

5b. For Ells with less then three years and take the state tests, we provide the students with the opportunity to learn test taking strategies., we provide 37.5 tutoring tutorial,. We also provide an afterschool Ell program that focuses on Reading, Writing, Listening and Speaking .This is conducted in small groups in which the child is able to focus on task .We also provide a ELL Saturday academy program that focuses on the four modalities The Achieve 3000 program is also implemented into these programs. Teachers also focus on building cognitive academic language proficiency.All programs are taught by ESI certified teachers..

5c. ELLs receiving service four to six years are assigned to ESI teachers during the 37.5 extended day in order to reinforce and provide additional instruction in reading and math. By this they are able to analyze the work that they did in the school day and focus on areas that need improvement. This will provide a focus on the instruction needed to help these ELLs prepare for standardized tests.

5d. For long term ELLs academic intervention is needed. Parents are contacted and a conference is scheduled to discuss the students progress. During this time parent is updated. Parent is made aware to be more involved in students education. School provides additional programs such as 37.5 minute program, afterschool program and Saturday academy. If student engages in these resources and learning issues continue, As a result their name is submitted to the School Based Support Team for further recommendations.

6. The ESI teachers who serve ELLs with with special needs will focus on the basic skills, such as reading and writing. Classroom teachers will share the students IEP in order to be informed of the students' special academic needs and prepare and plan lessons to meet their needs. The intervention provided to the students are AIS, SETSS (Resource room), 37.5 tutorial program, ELL afterschool prgogram and Saturday ELL Program. The language programs are offered in are english. However, we do have paras who assist in translation.

7. Students are given supplementary materials to enhance the common core state standards in both ELA and Mathematics. They use the Achieve 3000 program which aids in the acceralation of English language development

. Students are mainstreamed with the ESL General Ed students for their services. Alternate placement para accompanies the students to their scheduled classes and assists the students/teacher with the lesson of the day.

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:

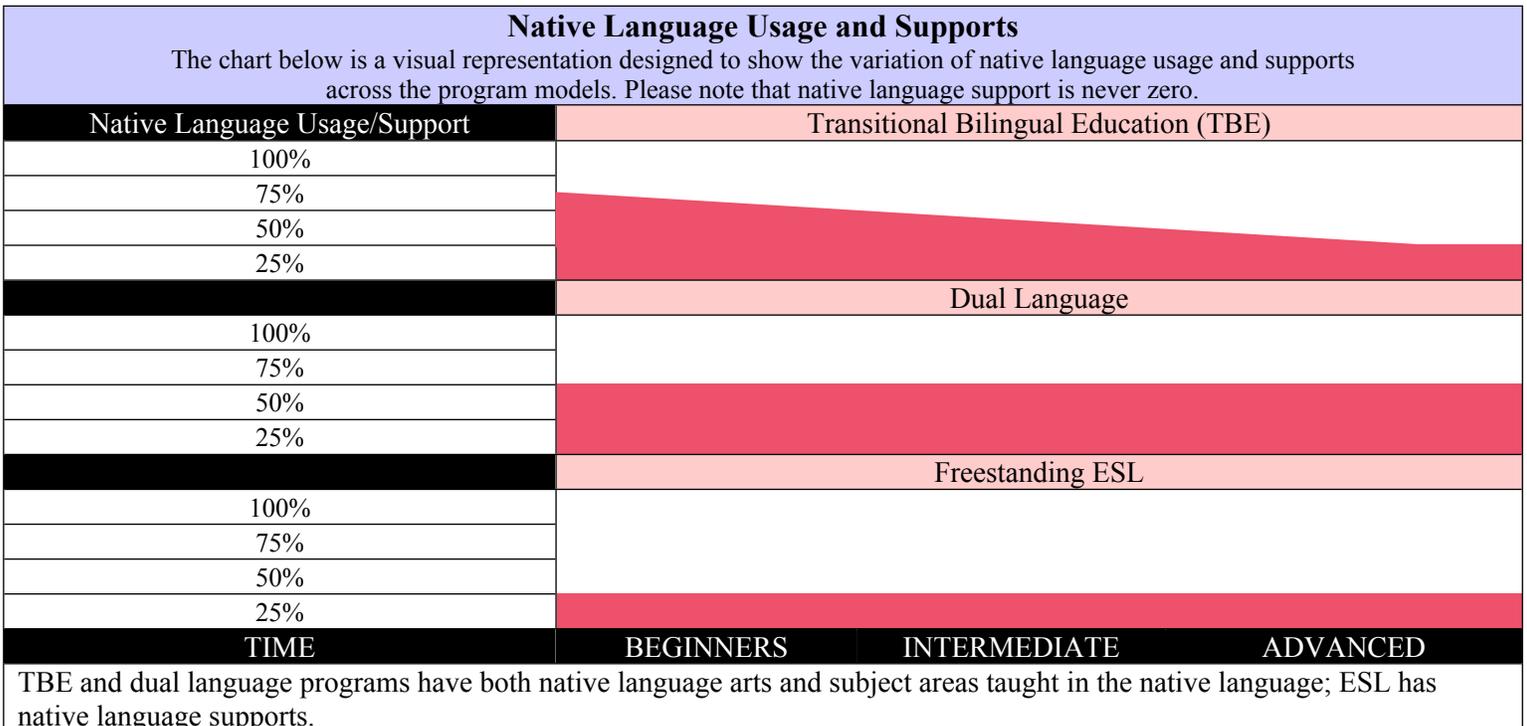
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. ESL teachers are assigned to a grade and they divide the largest amount of ELL students, which happen to be in grade seven. ESL teachers analyze the ELL students' performance score on each modality on the spring NYSESLAT results. This helps target the interventions necessary for the specific modality. ESL teachers will collaborate with the classroom teacher and any other teacher who provides instruction to these students. Special Education/ELL students receive ESL instruction by a certified ESL teacher on a daily basis. They will push in to the ESL class. We provide morning and afternoon block sessions of ESL instruction, as a result we are able to break up the special education population by grade without overloading the ESL class. Teachers will also have the data on ARIS to evaluate the students' academic needs and provide instruction and strategies to help students improve.

Students who have been held over will be provided with additional services. Classroom, ESL teachers will keep track of student progress by analyzing the data of the Periodic Assessments, classroom tests, literacy and math portfolios as well as their progress report. ESL and the classroom teachers will conference on students' progress using the Reading and Writing Checklists monthly. The Reading Checklist monitors each student's Fountas and Pinell reading level. The Writing Checklist monitors each student's growth in mechanics and content. Teachers continuously differentiate instruction and keep and track of the students' progress.

Students' low performance on the writing subtest of the NYSESLAT will receive writing intervention. All teachers working with these specific ELL students focus on practicing note taking and writing a short response after listening to selections in preparation for the state tests.

ELL students, who did not meet the performance standard in reading, will be provided with additional instruction in reading during the Extended Day and during the school day. ESL, classroom teachers who are working with these students will be made aware of the students' low performance on the reading subtest of the NYSESLAT. Teachers will conference with the students and keep notes on the students' reading behaviors. This will help teachers assess student progress on a weekly basis. In turn the teachers will focus on reading and test taking strategies, which will prepare the students for state tests. , ESL teachers will review their data using the Reading Check list monthly to monitor students' growth.

For ELL students who did not meet the writing performance standard on the spring 2010 NYSESLAT, the ESL, AIS and classroom teachers will monitor their writing pieces. These teachers will confer with students and take notes on their writing behaviors and prepare mini lessons to address the students' academic needs. The teacher will analyze the students' monthly progress using the Writing Checklist and address students' writing needs. They will compare their data using the Writing Check list monthly to monitor students' growth.

ELL students' academic performance in Math, Science and Social Studies will be discussed and assessed to further provide intervention during the school day by the ESL, AIS and classroom teachers. ELL's progress in math is monitored through periodic assessments, monthly portfolio pieces, monthly quizzes, and unit assessments. In addition, Science and Social Studies content is differentiated through appropriate reading level material.

9. ELLs who have reached proficiency level on the NYSESLAT will be closely monitored. They will be conferenced by their counselor and A.p. They will also be given the opportunity to join the afterschool and Saturday academy programs for extra help. . Additional

B. Programming and Scheduling Information--Continued

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

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B. Programming and Scheduling Information--Continued

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E. Parental Involvement

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

Paste response to questions 1-4 here

1. A monthly newsletter is sent to parents notifying them of current and ongoing programs and activities . Participation in PTA activities- School fund Raisers- Auctions, representation on the School Leadership Committee

Each grade conducts a orientation meeting for parents in which they make them aware of whats going on for the school year. Paras are present to translate in native languages, parent participation in Saturday ELL Academy Puppetry in Motion Which was provided by Brooklyn College. Parent workshops on numerous topics- ELA and Math State Tests, Different types of fairs - Multi cultural fair, Foreign Language Fair, Parent teacher conference. All events have paras who translate in parents native language.

2. Brooklyn College(CUNY)has provided services for parents during ELL Saturday Academy classe in past years- They provided a reading program through the arts. The District Attorney's office- Provided workshops on Cyber Bullying, Bullying, N.Y 's 529 college fund program- How to save money for your child's college. All workshops have translators to assist with workshops.

3. Through parent input during Sept. ELL orientation, parent-teacher conferences, phone calls to school's parent coordinator, PTA meetings, phone calls to parents in their native language parent workshops. Parent coordinator also sends the parents surveys to assess parental needs, Which are then addressed accordingly.

4. As a result of our workshops we have addressed many needs of parents. Parents often state that their child never brings information home, At Dyker, we conduct a ARIS parent workshop which teaches parents how to access their child's grades, attendance and test scores. We also have E-Chalk which is a website that posts the students homework, tests and up coming projects. A school website is also available for parents to receive information. Parent meetings are also held to inform parents on how to prepare their child for standardized tests such as the ELA, NYS Math Exam , etc. All of the workshops are conducted with Native language translators which are made up by Paraprofessionals.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The Following personnel are involved in receiving professional development in ESL methodology within the school year, Assistant Principals, subject area teachers, Paraprofessionals, ESL Teachers, Special Education Teachers, Speech Therapists. ELL teachers are provided with professional development through the CFN and through the OELL as needed. They also meet monthly, or as necessary, with their Assistant principal, who supervises the ESL program. During this time ESL teachers provide training in instructional strategies for their ELL population. Teachers also look at data to discuss student intervention, progress and goals.

Monthly department meetings focus on training teachers in instructional tools (e.g. using computers to access individualized programs such as A Plus 2000) and in data for intervention (e.g. using data from NYCESLAT, NYS ELA and Math to identify

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Monthly department meetings focus on training teachers in instructional tools (e.g. using computers to access individualized programs such as Achieve 3000), analyzing data from various sources (e.g. interim assessments, NYSESLAT results, NYS ELA and Math results, teacher observations); Teachers attend NYCDOE sponsored workshops relating to ELL instruction; Teachers of ELL students who deliver content area instruction(Sci., Math, SS, ELA) attend PD meetings with their subject specific colleagues

2. Teachers are given information regarding their students to access their needs. They are made aware of test scores, time in the country, language deficiencies, performance levels. We provide our teachers with the necessary data to make them aware of the students needs. New students are given the LAB-R within ten days from admission, the score would then make teachers aware if the they are a beginner, intermediate or advanced, for proper placement and instruction.

3. The training takes place during staff development and professional development. A certified ESL teacher would conduct workshops that will implement ESL methodology in teaching. The ESL teacher would be able to break it down for teachers in their subject matter. One topic for example would be Total Physical Response, where the child would be pointing, demonstrating or expressing the action. Once the workshop is conducted the A.P will have a attendance for those who attended and a agenda and minutes would also be attached.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Paste response to questions 1-6 here

1. The assessment tool that we use is the Fountas and Pinnell stages of english llanguage acquisition. The data will provide the ELLs

Enter the number of ELLs for each test, category, and modality.

Additional Information

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

Paste additional information here

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)							11	12	10					33
Intermediate(I)							16	11	13					40
Advanced (A)							21	33	19					73
Total	0	0	0	0	0	0	48	56	42	0	0	0	0	146

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	10	7				
	I							5	8	7				
	A							20	33	19				
	P							14	4	7				
READING/ WRITING	B							6	14	12				
	I							11	9	13				
	A							19	24	12				
	P							4	8	3				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	7	2	0	28
7	26	14	1	0	41
8	11	13	0	0	24
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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	13		10		9		3		35
7	14		16		11		4		45
8	8		26		6		2		42
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	11		28		13		4		56
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Paste response to questions 1-6 here

- The assessment tool that we use is the Fountas and Pinnell stages of English language acquisition. The data will provide the ELLs letter, sound recognition, phonic development, oral reading, comprehension, and writing. This will give teachers an indication where to begin with the student as well as challenge how much growth the child needs to meet their reading goal.
- The NYSESLAT report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2008 to 2010. Data shows that students in a three-year span have increased from a beginner level to an advanced level of proficiency. Report also indicates students progressing with gains throughout the modalities even though very few are still at the same proficiency level. For example, a student in 2008 scored a 598 in all modalities; this would be considered a beginner. In 2009 the student scored a 608 and in 2010 a 616, which is still a beginner level. The LAB-R is a test given to the new students that enter the New York City School system for the first time. Results indicate that students that have recently entered the United States and speak very little or no English at all score at a low raw level. When students enter in September of the school year and take the NYSELAT in the spring, scores indicate a gain mostly jumping from a low score to an intermediate level score.
- The patterns across NYSESLAT modalities are analyzed and used to drive instruction. Based on scores of each modality we build instruction accordingly. The ELL teacher would focus instruction based on the modality that is deficient. For example, if the students show a low reading level, the teacher would then target reading comprehension, word recognition, read alouds, pre and post reading discussions. We provide more time for reading including the 12 reading skills, focus on building new vocabulary, using bilingual dictionaries. We also differentiate instruction to meet student needs. Students are given reading materials that is at level.
- The pattern indicates that proficiency levels over a three-year span have gains throughout the four modalities. NYSELAT data from 2008 to 2010 shows that students have improved their scores. The data shows that students have gone from a Beginner to an advanced proficiency level.
 - The School Leadership and teachers are using the results of the Periodic Assessments to evaluate students' knowledge to drive instruction, focus on students' weaknesses, conference with students, provide additional instruction during 37.5 tutorial program, provide afterschool ELL program and Saturday ELL program. Also to provide professional development to teachers to assist with the subject area students are deficient in. We also inform and include parents in student academic progress to make budgetary decisions that aid in educational planning.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		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 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20k201** School Name: **Dyker Heights Intermediate School**

Cluster: Network: **609**

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.

I.S 201 utilizes the Home Language Survey Form, Ethnic Form and oral interviews in the parents' native language to ensure parents are provided with appropriate and timely information in a language they can understand. After parents complete the Home Language Identification Survey and Ethnic Survey the information is recorded on ATS by the Pupil Accounting Secretary. The ESL teachers review the HLIS and interview the parents. Copies of the HLIS forms are kept on file in the Assistant Principal's office and the originals are placed in the students' cumulative record cards together with the Parent Survey/Program Selection form.

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.

- Each month during the academic year there are events, information, calendar announcements and requests that need to be communicated to parents, orally and/or in writing. The Principal, supervisors, Coaches, Parent Coordinator, Guidance Counselors, Teachers and PTA officials need written translation and oral interpretation services throughout the year. Our school E-Chalk website will be used as a resource to communicate with parents in their home-languages

Through surveys, we have found that Chinese translations are the most frequently needed form of communication due to a high percentage of Chinese student population in our school. The comments written and orally expressed by parents through the survey, demonstrate satisfaction with translations and oral interpretation provided by the school. Findings are reported to the school community through letters and the Annual School Report Card.

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.

During parent orientation, the parent coordinator informs the parents that written and oral translations are provided to parents that speak a language other than English. In addition to the parent coordinator, in-house staff such as: teachers and other staff members are available to assist with translation as needed. The written translations provided are: workshop fliers, test date reminders, PTA meetings and workshops, evening parental involvement events, school trips, calendar of events and parent-teacher conference reminders. Department of Education translated forms are downloaded in the parents' native language.

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 by our Parent Coordinator, Assistant Principal, school staff, parent volunteers and outside translators will be contracted for all other languages as needed (example: parent-teacher conferences and special education services).

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>.

I.S 201 will use in-house school staff, parent coordinator, parent volunteers and outside contractors if needed.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

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: Dyker Heights Intermediate Sch	DBN: 20k201
Cluster Leader: Jose Ruiz	Network Leader: Debra VanNostrand
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The two Supplemental programs that I.S 201 will focus on during the Afterschool and Saturday program will be Achieve 3000 and Getting Ready for the NYSESLAT and Beyond, By Attanasio & Associates, Inc.

The Achieve 3000 program is a differentiated reading and writing program that reaches students at his or her individual reading level. The program has been proven to accelerate reading comprehension, vocabulary and writing proficiency.

Since this is a differentiated program all subgroups and grade levels will be served. 6th , 7th and 8th grade ELLs. This also includes ELLs with Disabilities .

The After School Program will be held on Tuesdays and Wednesdays from 3pm to 4:30 pm. It begins November 29, 2011 and runs until the NYSESLAT exam.

The Saturday ELL program also begins in November and will also run until the NYSESLAT exam. The program begins at 9am and ends at 12pm.

The Language of instruction is delivered in English.

Six teachers are instructing the Saturday program. 2ESL Certified, 1 Special .Ed, 2 Reading , 1 Math Materials being used for the Saturday Academy Program - Achieve 3000 program, Laptops, Empire State NYSESLAT- ESL/ELL- Coach-Math..

The Getting Ready for the NYSESLAT and Beyond program will be incorporated in the afterschool program. The focus of this program will be to prepare the students for the NYSESLAT exam that includes Speaking, Writing, Listening and Reading skills .

Materials to be used are the books Getting Ready for the NYSESLAT and Beyond and audio cds.

2 Certified ESL teachers will be teaching this program.

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: Teachers that provide instruction for ELL students will receive professional development on an on going basis. The Afterschool teachers are both certified ESL teachers. Teachers that are in the Saturday academy will receive ESL Methodology training on the first day of class. This training will continue on Saturdays as needed based on teaching strategies, curriculum and student needs. The Professional development will be used to increase student achievement in literacy, math and the four modalities (Reading, Writing, Listening and Speaking.). Professional development activities will also include the discussion the discussion of the NYS standards in relation to each content subject area and examination of student work and portfolios.

All teachers that instruct ELL students will be provided the opportunity for professional development.

Part C: Professional Development

These sessions will be given on Saturdays. Once the program is finished for the day, ESL certified teacher will be providing the professional development.

Part D: Parental Engagement Activities

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

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

Begin description here: In the beginning of the year a ELL meeting is held for Parents and Guardians. During this time they are informed of what the school will be providing(workshops , curriculum, Programs) for the parents and children throughout the school year. All meetings will have translators available for parents. These meetings are usually held in the day and evenings and last one to two hours. Some of the topics that would be covered are Curriculum workshops- such as ELA and Math, Achieve 3000 workshop, High school information night and a workshop on how to help your child achieve with parent involvement. These workshops will be provided by the Parent Coordinator, Guidance Counselor, EIA Coach, Math Coach and A.p. Parents will be notified of these meetings by letters translated in native language ,School messenger that sends out notifications in native languages and in-house staff members that speak native languages.

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, 		

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.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		