



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** GENERAL D. CHAPPIE JAMES MIDDLE SCHOOL OF SCIENCE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 23/BK/634

**PRINCIPAL:** WILLIS PERRY      **EMAIL:** WPERRY3@NYC.DOE.GOV

**SUPERINTENDENT:** AINSLIE CUMBERBATCH

**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. 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.
2. Add rows as needed to ensure that all SLT members are listed.
3. 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
Willis Perry	*Principal or Designee	
Karin Mitchell-Parker	*UFT Chapter Leader or Designee	
Latoshia Wheeler	*PA/PTA President or Designated Co-President	
Michael Caldron	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	
Antoinette Thomas	Member/ Teacher	
Sharon Glasgow	Member/Teacher	
Carolyn Monereau	Member/A.P.	
Koren Barber	Member/Parent	
Sherryann Stoute	Member/Parent	
Tysha Evans	Member/Parent	
Reginald King	Member/Parent	

## **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

### **Annual Goal #1**

- 50% of grade 6-8 students will demonstrate proficiency in Common Core aligned mathematical tasks which ask the student to model, construct viable arguments and articulate the reason behind their claims.

### **Comprehensive needs assessment**

- In collaboration with NYC's instructional expectations and our data-inquiry teams' analysis of student work, we have identified the need to engage all students in cognitively demanding mathematics tasks aligned to the Common Core Learning Standards that are embedded in well crafted units.

### **Instructional strategies/activities**

#### **Activity #1**

- Professional Development: Teachers will collaborate at least three times a week in grade level and content area teams to look at student work and share best practices using the "looking at student work" protocol. Teachers will meet in grade level teams with Math Department Assistant Principal and Math Coach once or twice a month to examine progress and discuss next steps in the process of refining the scope and sequence and aligning it with
- Target Population(s): All mathematics teachers, special education and ESL.
- Responsible Staff Members: Principals, Assistant Principals for Math, ELLs and SWDs, Math and Literacy Coach, Staff Development, Data Specialist.
- Implementation Timeline: September 2011 through May 2012

#### **Activity #2**

- Creation of a Common Core Aligned Math Assessment: Teachers will create Common Core aligned assessments that encompass the state test levels of rigor. Teachers will utilize websites such as [www.commoncore.org](http://www.commoncore.org) to view sample exemplars and develop a Common Core aligned unit of study that incorporate the opportunity to model, apply, connect and describe mathematical relationships.
- Target Population(s): Teams of math teachers working with ELLs, SWDs.
- Responsible Staff Members: Principals, Assistant Principals for Math, ELL's and SWD's, Math and Literacy Coach, Staff Developers (internal and external), Data Specialist.
- Implementation Timeline: September 2011 through May 2012

#### **Steps for including teachers in the decision-making process:**

- Teacher teams will collect and analyze student data to collectively plan lessons/units based on areas of need
- Teachers and students will create math portfolios displaying student work that will include mathematical modeling, application, and reasoning
- Teachers will create math portfolios as evidence of rigorous, differentiated tasks and student work
- Showcasing of best practices of math tasks at Departmental Meetings and Grade Conferences
- Our Math Specialist will support and create curriculum maps and provide content area support.
- Periodic Assessment Dates: November 2011, January 2012 and March 2012

**Strategies to increase parental involvement**

- Math, ELL and Special Education teachers will design training modules and host periodic workshops and information sessions with parents in collaboration with the math coach. The workshop materials used will be translated and interpretation support will be provided spoken parents in the school.
- The school will host curriculum night and create parent resource stations with user-friendly instructional materials and guides.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA meetings) to share information and respond to parent questions and inquires.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will continue to be trained on how to use ARIS Parent Link.
- Parents will be trained on how to use Engrade, our grade-keeping program, in order to support communication of student progress.
- Our web-page master will continually update all components of our website that addresses and informs parents.
- Interim feedback surveys from parents in our school community.
- Updates on the implementation of the CCLS will be provided to parents via meetings, website and letters home.
- Identify language preference for parents when providing letters to increase communication.
- Monthly calendar and NYCDOE translation hotline to support the home-school connection.

**Strategies for attracting Highly Qualified Teachers (HQT0**

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Math teachers.

- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required assessment deadlines.
- Mentors are assigned to support struggling and new teachers using the new teacher mentoring system.

**Service and program coordination**

- The school has established after-school programs that focus on improving the critical thinking of problem-solving skills in Mathematics for at-risk students.
- Our parent coordinator and assistant principal will support academics as part of the school's efforts to improve attendance.

**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), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:
  - Funds used for professional development for teachers in regards to practice and assessment of data
  - Professional instructional materials to support curriculum development during the regular school day.
  - Consumable instructional materials for use during extended day programs.
  - Per session given to teachers (offered weekly)
  - Mayors Initiative
  - Partnership with Children
  - Network Support

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2012, 50% of our students in grades 6-8 will demonstrate progress towards proficiency in literacy and science task that aligns to the Common Core as addressed by a researched standard based rubric.

### **Comprehensive needs assessment**

Based on the student performance data on NYS assessment, it was determined that lower level students have difficulty using literacy skills within mathematical or scientific content. As a result, it has become a priority to encourage interdisciplinary curriculum that connects to the Common Core Learning Standards. Additional focus will be to utilize teacher inquiry teams to strengthen student work using the CCLS to revise curriculum, assessment, and instruction to improve student outcomes.

### **Instructional strategies/activities**

#### **Activity #1**

- Data Inquiry: In teams, teachers will look closely at resulting student work to continue the cycle of inquiry, make future instructional adjustments, and communicate lessons learned to school staff. Teachers document inquiry process during data inquiry time, which is reviewed periodically with the department Assistant Principal. Teachers will examine assessments and align them to the CCLS and will also ensure that assessment items and tests match the state test's level of rigor. Teacher teams will problem solve and plan together based on data focused on specific student needs
- Target Population(s): General and special education student population, focusing on students identified within the cycle of inquiry
- Responsible Staff Members: All staff members assigned to inquiry groups. Administrators oversee their specified departments.
- Implementation Timeline: September 2011 through May 2012.

#### **Activity #2**

- Curriculum Mapping: Teachers will continue unwrapping the standards, identifying the knowledge and skills needed in each standard to support our interdisciplinary curriculum. Curriculum maps will be incorporated in Backward Designed plan. Teachers will collaborate during Teacher Team meetings throughout the week.
- Target Population(s): ELA Teachers and ELA support services
- Responsible Staff Members: ELA Teachers, Assistant Principals, Coaches, Data Specialist.
- Implementation Timeline: September 2011 through May 2012

#### **Activity #3**

- Professional Development: Professional development will be provided school-wide to ensure that English Language Learners and Students with Disabilities receive effective scaffolded instruction to reach higher levels of achievement. Professional Development showcasing of best practices of literary tasks at Departmental Meetings and Grade Conferences.

### **Steps for Including teachers in the decision-making process**

Teachers will meet in grade-level and data inquiry teams to review student data gathered from periodic assessments

#### **Strategies to increase parental involvement**

- ELA, ELL, and Special Education teachers will design training modules and host monthly workshops and information sessions with parents in collaboration with the literacy coach. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host a curriculum night and create parent resource stations with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will continue to be trained on how to use ARIS Parent Link.
- Parents will be trained on how to use Engrade, our grade-keeping program, in order to support communication of student progress.
- Our web-page masters will continually update all components of our Engrade that address and inform parents.
- Interim feedback surveys from parents in our school community.
- Updates on the implementation of the CCLS will be provided to parents via meetings, website, and letters home.
- Identify language preference for parents when providing letters to increase communication.
- Monthly calendar and NYCDOE translation hotline to support the home-school connection.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Opportunities in regards to intervisitation will be offered so highly qualified teachers will have a chance to observe and mentor un-qualified teachers in this matter.
- Professional developments will be offered to ensure the current staff becomes highly qualified.

#### **Service and program coordination**

- School has reached out to and/or has partnerships with the following organizations:
  - Read 180 program
  - Achieve 3000
  - CFN
  - Parent coordinator is working with parents with after school tutorials for students

### **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), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:
  - Funds used for professional development for teachers in regards to practice and assessment of data
  - Title 1 10% for Professional Development
  - Consumable instructional materials for use during extended day
  - Funds used for partnerships with Magic Box and Seeds for Trees
  - Per session given to teachers (offered 2x weekly)
  - Mayors Initiative
  - Partnership with Children
  - Network Support

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2012, our attendance percentage will improve by 2% percentage points as measured by our city Progress Report

#### **Comprehensive needs assessment**

- After conducting a two year analysis of student attendance, it was determined that low attendance rates by individual students had a negative effect on their overall test performance and a 91% attendance rate should be met as low attendance ultimately affects a child's performance.

#### **Instructional strategies/activities**

##### **Activity #1**

- **Creation of an Incentive/Reward Program:** Teachers will collaborate to create various, weekly and monthly incentive and reward program for attendance rates.
- **Target Population(s):** At risk population
- **Responsible Staff Members:** Principals, Assistant Principals, Homeroom Teachers, Attendance Task Force Members
- **Implementation Timeline:** September 2011 through May 2012

##### **Activity #2**

- **Creation of an "At Risk" Mentoring Group:** An advisory group will be created in which "at risk" boys will meet and participate in a mentoring group.
- **Target Population(s):** Black and Latino males
- **Responsible Staff Members:** Principals, Assistant Principals, Guidance Counselors, Teachers, Attendance Task Force Members
- **Implementation Timeline:** September 2011 through May 2012

##### **Activity #3**

- **Creation of Before and After School Clubs:** Both before and after school clubs and sports will be created to encourage attendance and punctuality.
- **Target Population(s):** Black and Latino males, total student body
- **Responsible Staff Members:** Principal, Assistant Principal, Sports Coaches, Arts teachers, Attendance Task Force Members
- **Implementation Timeline:** September 2011 through May 2012

##### **Steps for Including teachers in the decision-making process:**

- Teacher teams will collect and analyze student data to collectively plan attendance incentives based on areas of need.
- Our attendance specialist will support the implementation of the incentives.

### **Strategies to increase parental involvement**

- Develop parent workshops that encourage more involvement on their behalf
- Continue to hold monthly award ceremonies, which parents will be invited to, to honor students who have been present and punctual.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA meetings) to share information and respond to parent questions and inquires.
- Continue to hold sports games and performances by the students, which parents will be invited to.
- Monthly calendar and BYCDOE translation hotline to support the home-school connection.
- Identify language preference for parents when providing letters to increase communication.
- Updates on student sport functions and performances will be provided to parents via meetings, website, and letters home.
- Our web-page masters will continually update all components that address student functions parents are invited to attend.
- The school will create and distribute parents flyers that are translated in all dominant languages.
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### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Offer per session to highly qualified staff members whom are interested in leading before or after school clubs.
- Guidance counselor and attendance task force members will meet with un-qualified teachers to support them in addressing attendance issues with their identified at-risk students.
- Administrative staff regularly attends hiring fairs to identify highly-qualified counselors, coaches and arts teachers.

### **Service and program coordination**

- School has reached out to and/or has partnerships with the following organizations:
  - NYPD/SSD Community Outreach Unite
  - Local Politicians
  - Brookdale Hospital
  - Partnership with Children
  - Mayor's Initiative

### **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), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:
  - Funds used for professional development for teachers in regards to practice and assessment of data
  - Funds used for partnerships with Magic Box and Seeds for Trees
  - Per session given to teachers (offered 2x weekly)
  - Mayors Initiative
  - Partnership with Children

- Network Support

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- By June 2012, there will be a decrease in the amount of level 4 and level 5 infractions seen within those students belonging to the following subgroups: “close the achievement gap” and those identified as needing extra support in an effort to help create a safer environment for all members of the school community.

### **Comprehensive needs assessment**

- After a 3 year analysis trend, it was noted that while the school’s number of high level infractions had dropped, both the male and students-at-risk subgroups were suspended on high level infractions most often. This was causing an impact on instructional time in connection with these subgroups, while also becoming a distraction to other subgroups within the building.

### **Instructional strategies/activities**

#### **Activity #1**

- **Creation of an Incentive/Reward Program:** Teachers will collaborate to create various, weekly and monthly incentive and reward program for positive behaviors. The rewards include; trips, prizes and educational resources. Progress reports will be monitored to assess student behavior
- **Target Population(s):** At risk population
- **Responsible Staff Members:** Principals, Assistant Principals, Homeroom Teachers, Safety Members
- **Implementation Timeline:** September 2011 through May 2012

#### **Activity #2**

- **Creation of an “At Risk” Mentoring Group:** An advisory group will be created in which “at risk” boys will meet and participate in a mentoring group.
- **Target Population(s):** All students with special attention to Black and Latino males
- **Responsible Staff Members:** Principals, Assistant Principals, Guidance Counselors, Teachers, Safety Members
- **Implementation Timeline:** September 2011 through May 2012

#### **Activity #3**

- **Creation of Before and After School Clubs:** Both before and after school clubs and sports will be created to encourage participation.
- **Target Population(s):** Black and Latino males, total student body
- **Responsible Staff Members:** Principal, Assistant Principal, Sports Coaches, Arts teachers, Safety Members
- **Implementation Timeline:** September 2011 through May 2012

### **Strategies to increase parental involvement**

- Develop parent workshops that focus on raising middle school children.
- Increase after and before school clubs and sports, run by various staff members, with field trips, games and/or performances for the parents to attend.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Continue to provide professional development focusing on classroom management to ensure current staff members become highly qualified
- Use Danielson's short and frequent response forms to provide PD and feedback to our teachers on classroom management.
- Offer per session to highly qualified teachers who would be interested in leading an after or before school club or sport.
- Provide leadership roles to highly qualified teachers.

### **Service and program coordination**

- School has reached out to and/or has partnerships with the following organizations:
  - NYPD/SSD Community Outreach Unite
  - Local Politicians
  - Brookdale Hospital
  - BRC Programs
  - CFN 210

### **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), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011- June 2012 as indicated below:
  - Funds used for professional development for teachers in regards to practice and assessment of data
  - Funds used for partnerships with Magic Box and Seeds for Trees
  - Per session given to teachers (offered 2x weekly)
  - Mayors Initiative
  - Partnership with Children
  - Network Support

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	28	19			10	2	1	
<b>7</b>	28	30			14	5	2	
<b>8</b>	30	24			15	3	2	
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	<ol style="list-style-type: none"> <li>1. Achieve 3000 Expected. Read 180 program</li> <li>2. Small Group</li> <li>3. After school (Mon-Wed 2:20-3:10)</li> </ol>
Mathematics	<ol style="list-style-type: none"> <li>1. Coach Materials and</li> <li>2. Small Group</li> <li>3. After school (Mond-Wed 2:20-3:10)</li> </ol> <ol style="list-style-type: none"> <li>1. Regents</li> <li>2. Small Group</li> <li>3. After school (Mon-Thurs 2:20-3:10)</li> </ol> <ol style="list-style-type: none"> <li>1. Math Enrichment</li> <li>2. Full Class, small group</li> <li>3. During the School Day</li> </ol>
Science	<ol style="list-style-type: none"> <li>1. Seeds for Trees</li> <li>2. Small Group</li> <li>3. After School and During the School Day</li> </ol>
Social Studies	<ol style="list-style-type: none"> <li>1. Magic Box</li> <li>2. Small Group and Full Class</li> <li>3. During School Day</li> </ol>
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> <li>1. Counseling/Mentorship/Guidance Support groups that work with specific genders</li> <li>2. Small group and one-on-one</li> <li>3. During the School Day/ After School</li> </ol>

<b>At-risk Services provided by the School Psychologist</b>	<b>1. Counseling/Mentorship/Guidance 2. Small group and one-on-one 3. During the School Day</b>
<b>At-risk Services provided by the Social Worker</b>	<b>1. Counseling/Mentorship/Guidance 2. Small group and one-on-one 3. During the School Day</b>
<b>At-risk Health-related Services</b>	<b>1. Alternative Physical Education 2. Small Group 3. During the School Day</b>  <b>1. Exercise Club 2. Small Group 3. During the School Day</b>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 23K634 School Name: The General D. Chappie James Middle School of Science

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.

*As per our Accountability and Overview Report, we did not meet our AYP in English Language Arts, Math or Science within all of our student groups (Black or African American subgroup and our Economically Disadvantaged group. In English Language Arts, 90% of our students in grade 6-8 scored below the proficiency range. In Math, 89% of our students in grades 6-8 scored below the proficiency range.*

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.

*To help us meet our AYP, we will implement the following intervention strategies. 1) Increased Professional Development for our instructional staff in regards to rigorous instruction, increasing student engagement, use of the Common Core State Standards, using data to drive instruction, developing rigorous performance tasks and incorporating effective test taking strategies in instruction; 2) Teacher Mentoring and Inter-visitations by members of our CFN and administration; Effective teaching practices and coaching will occur during these individualized mentoring sessions; 3) Instituting Test Prep Fridays to teach test taking techniques and prepare; 4) Block scheduling in ELA and Math at least 3-4 days a week ; 5) Weekly Teacher Team meetings for teachers to look and analyze student work and share best instructional practices; 6) Implementation of educational software to increase student engagement, comprehension and to practice basic skills 7) Tutoring Services during after school hours in Math and Science focusing on Common Core State Standards and Test PREP by teachers in and tutoring available through agencies providing Supplemental Educational Service (SES) 8) Academic Intervention Services in all core subject areas afterschool 3 days/week*

### 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.

*Title I funds will be utilize to fund professional development opportunities for our pedagogical staff. Professional Development services will be rendered from agencies affiliated with the Arts and English Language Arts and science. Teachers will be offered Per-Session opportunities to attend in house Professional Development Workshops that focus on ELA, Math and Science Instruction.*

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

*Classroom inter-visitations and walkthroughs will be conducted regularly (2-3 times/week) of core subject teachers to gauge their instructional approaches and to provide support on improving their teaching. Teachers will meet individually with assigned members of CFN staff and administration at least once a week to provide feedback and offer suggestions on how to improve instruction in ELA, Math and Science.*

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.

*Parents will be notified by backpacking notices home informing them that their child's school's has been identified as a SINI school. Translated versions will be sent home. The letter will also outline the supportive services that will be available. Parents will also be informed during a special PTA meeting. A representative from and SES agency will be invited to provide parents with information on how they can enroll. Our parent Coordinator and members of our PTA and SLT will also reach out to parents via email, SchoolMessenger and telephone informing them of the situation and what services are available to them as well. All correspondence will occur prior to January 31, 2012.*

**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 <b>Charles Amundsen</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>634</b>
School Name <b>General D "Chappie"</b>			

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

Principal <b>Mr. Willis Perry</b>	Assistant Principal <b>Ms. Carolyn Monereau</b>
Coach	Coach
ESL Teacher <b>Ms. Elise Martini/ESL teacher</b>	Guidance Counselor <b>Ms. Melissa Martin</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Ms. Key</b>
Related Service Provider <b>Ms. Eda Brooks/Speech</b>	Other
Network Leader	Other

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>200</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>3.50%</b>
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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. 

When a new student arrives at MS 634K, the parent is given the Home Language Identification Survey (HLIS). If the HLIS survey indicates that the student needs to be evaluated for ELL services, we give that student the LAB-R and the Spanish LAB (if applicable) and place the child in appropriate services within 10 days of arrival. We immediately inform the parent of their child's mandated ELL services and the various services models in person and in writing (in their native language).

As soon as a student is placed in ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified about the evaluation results and the various ELL service models. After an orientation, parents are given a survey that asks them to rank their preferred service model. The surveys are stored in the child's cumulative file with an additional copy stored the ESL teacher's compliance binder. Parents are aware of the fact that at this time, IS 634K only provides pull-out ESL services and based on survey results, parents are satisfied with ESL services. However, parents are also made aware that they are able to choose whichever service model they are most comfortable with and as a school, we will work to ensure that their preference is met.

We have an ELL Parent Orientation planned for October 2011. As we review the language needs of our parents, we will arrange for the appropriate translators to be present at the orientation. At the orientation, representatives of IS 634K will explain the process by which the New York City DOE identifies and services ELLs. We will also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given parent choice brochure in their native language.

Based on parent surveys, informational letters, and conversations with parents, all current ELL parents are aware of their program choices and comfortable with the Pull-out ESL program that we provide. As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one grade level who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

Carolyn Monereau and Elise Martini are responsible for conducting the initial screening and administering LAB-R. Mrs. Monereau has SAS certification and Special Ed. license. Ms. Martini is ELL/General Ed. certified with experience administering LAB-R.

Paste response to questions 1-6 here

## Part III: ELL Demographics

### A. ELL Programs

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

Page 25

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

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	0	2	4	0	1	0	0	0	7
<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**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							3		1					4
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

## 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

## A. Programming and Scheduling Information

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?

We have a freestanding Pull-Out ESL program in which ELLs participate in addition to a full program which includes 90 minutes or block of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers using the workshop model and balance literacy approach. Service providers integrate across curriculum areas to ensure understanding. Writing is integrated in all subject areas. Students transition together to all subject areas. Classes are structured homogeneously in ELA to help target areas of need. English Language Learners receive between 180 and 360 minutes of Pull-Out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-Out services are provided to heterogeneous groups of students. All students, including ELLs, receive additional support services in our extended day program based on a careful review of data.

We ensure that ELL's are appropriately evaluated in their native language by conducting an informal interview and completing a survey upon arrival at our school. This helps determine if a student's home language is other than English, or a native language is other than English. Our school takes advantage of the DOE's telephone translation service to ensure we comprehend the student, and may call upon teacher personnel who have a working knowledge of a student's native language to assist as necessary. Initial assessments such as the LAB-R and Spanish LAB-R are administered in a timely fashion in order to help properly evaluate each potential ELL student. Following directions explicitly when administering assessments, and noting on the answer key if the student's native language interfered with the completion of the assessments is important in evaluating whether a student has been assessed appropriately in their native language. Also, if an informal assessment is needed to evaluate a student he/she may use both English and the student's native language to complete the assessment.

The ELL teacher works in collaboration with the classroom teachers, the resources available through Cluster 3, and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs (SIFE, newcomers, long-term, and those with special needs) receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate materials as needed. Because we have a small ELL population that instruction can be modified on an extremely individualized basis to meet each student's specific needs.

All instructional strategies and grade-level materials the ELL teacher uses align with New York State Learning Standards. Throughout the grade levels we use the Fountas and Pinnell Framework with a balanced literacy approach to Reading and Writing. The Wilson Reading System for Older Students assists with sight-word awareness and reading fluency. In addition, our Instructional Guidance for English Proficiency from the McGraw - Hill LAS LINKS program provides lesson plans and activities that are designed to supplement content area instruction as well as focus on listening and speaking skills that help accelerate English language development.

Our school meets the diverse needs of our ELL students by providing small group instruction during the mandatory 360/180 minutes of

## A. Programming and Scheduling Information

ESL classes per week. The Fountas and Pinnell leveled readers and writing workshop differentiates instruction by allowing students to read and write on their individual level. Pairing students based on ability, creating Cooperative Learning Groups, and scaffolding instruction also reflect ways to meet the various needs of our ELL students. Additionally, Interactive Read Alouds, Book Clubs, and surrounding sll text with meaningful talk support ELL's diverse needs within the least restrictive environment.

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

## 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?

Students in grades 6, 7, and 8 are engaged in an interdisciplinary curriculum that spirals around science. Science connections are made in other curriculum areas such as math, social studies, ELA, technology, etc. A great deal of work is done with vocabulary and connecting ideas are included in daily lessons. We use the Impact Mathematics curriculum that is supplemented with assessment-based materials. There is also an emphasis on vocabulary in this program, with some work in the etymology of key math terms. Science is taught in a hands-on manner, which allows all students the opportunity to have experience with various concepts. ELLs fully participate in all curriculum areas, including physical education, technology, Spanish as a foreign language, and music. All of our identified ELL students attend AIS classes three days a week, 45 minutes a day for ELA, science, and math support. Technology is used to help ELL students in reading with the use of vocabulary and language programs. We are able to track the students growth by BOY and interim assessments. The data team reviews scores and shares with core teachers for future planning and individualized instruction. They also attend weekly Saturday science academy, which allows them a chance to interact with the curriculum in a different environment. Our Saturday program helps new students build relationships with old in an small group setting. Paste response to questions 8-17 here

## 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 Our certified ESL teacher attends Cluster 3 professional developments. In addition, we take advantage of the professional developments offered by the Brooklyn/Queens BETAC, including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. Additional PD are provided by our CFN that address new strategies that target our ELL student body. Special Ed., general ed., paras participate in our PD's on balanced literacy, differentaited instruction which ultimately effect the outcome of student results. These PDs target general, special ed. and ELLs. Our guidance counselor attends transitional PDs to ensure that students are prepared to meet the challenges of high school. Afterwards, students are involved in individaul and group counseling sessions that address the challenges of the

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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 Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. We are looking into community partnerships that provide more support for ELL parents. However, our partnership with the Brooklyn Recreational Center has opened up learning opportunity to all of our students including ELLs. Parents will be invited to participate in a culminating event to end the year.

We have a Parent Association Committee and a SLT committee. ELL students and their parents are invited to participate. Yearly surveys evaluate our support of parents and students. These surveys are reviewed by our inquiry team.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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 Our ELLs range across all proficiency levels based on their NYSESLAT or LAB-R scores. Most ELLs score higher on the listening and speaking sections as compared to the reading and writing sections of the NYSESLAT. Instructional

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
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:** 23K634      **School Name:** General D. Chappie James M.S. of Sc

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

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

**Part A: Needs Assessment Findings**

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

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish and Haitian Creole who are available to help translate as needed.

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.

Because Brownsville is not an immigrant destination neighborhood, it is rare that parents request a language other than English on the HLIS; we have many more English-speaking families from the Caribbean. Each year we generally have between two to four families who request Spanish, and one or two requesting Haitian-Creole. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, occasionally new students are admitted. If their families request translation services, those teachers are informed by the administration.

## Part B: Strategies and Activities

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

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. During our school events and notices, our staff generally translate the documents in-house, for Spanish and Haitian Creole. This year we have one Chinese student, for whose family we might need to use the DOE translation services for K634 notices.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who translate into Spanish and Haitian Creole when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation 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>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.