



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SPRINGFIELD GARDENS INTERMEDIATE SCHOOL 59

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q059

PRINCIPAL: CARLETON E. GORDON EMAIL: CGORDON9@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

**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
Carleton E. Gordon	*Principal or Designee	
Hallie Burgess-Wilson	*UFT Chapter Leader or Designee	
Tandrea Lane	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Angela Mallia	Member/Parent	
Audrey Scott	Member/Parent	
Frankie Lebron	Member/Parent	
Braziela Washington	Member/Parent	
Gaddy	Member/Parent	
Scott	Member/Parent	
Dawn Jones	Member/Staff	
Maura O’Sullivan	Member/Staff	
Gina Josephs	Member/Staff	
Leona Austin	Member/Staff	

## **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 2012, all students will engage in at least one rigorous literacy and one math culminating performance task embedded in a CC-aligned unit of study.

### **Comprehensive needs assessment**

- This goal is generated to meet city-wide instructional expectations to prepare our students to be college and career ready.

### **Instructional strategies/activities**

- Funding will provide opportunities for teachers and Administrators to meet in horizontal and vertical planning teams after school to continue the work of building instructional coherence through the refinement of a thinking curriculum, units of study aligned with CCLS.
- Teacher team meetings (weekly common planning, P.D. and lunch & learn) will be structured to discuss successes and challenges of units of study, through candid dialogue looking at student work, developing and analyzing content specific common assessments, that is CCLS based.
- Early release days will be utilized to provide additional opportunities for teacher teams to unwrap CCLS. Teachers will also work on developing CCLS based assignments, student friendly task specific rubrics, and exemplars in order to provide clarity and understanding for students.
- Teachers will receive Professional Development on providing students with timely and accurate feedback on assignments. Effective feedback is essential to student learning and comprehension.

### **This goal will be achieved as evidenced by:**

- Student work (teacher generated quizzes, common unit assessments, mid-term assessments, projects and other assessments for learning and assessments of learning) will play a role in measuring teacher performance/impact on student learning.
- Student work products will include at least one literacy and one math culminating performance task embedded in a CC-aligned unit of study.
- Notes and/or sign-ins from network and school sponsored professional development workshops on CCLS units of study, tasks and teacher teams.
- Walkthroughs, mini-observations, formal/informal observations, faculty conferences will provide information for supervisors to give teachers additional evaluative feedback in order to improve instruction and development of rigorous tasks.

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

**Our school will have on-going workshops and provide parents with pertinent educational information via our Monthly Newsletter and bi-monthly learning walk. We will use these aforementioned approaches to:**

- provide assistance to parents in understanding City, State, and Federal standards and assessments.
- provide materials and training to help parents work with their children to improve their achievement level, i.e., literacy, math, and use of technology.

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

- Our school will continue to use various mediums to promote the school, school personnel will attend job fairs and prospective licensed teachers will be interviewed by a hiring committee comprised of school community constituencies (i.e., administrators, teachers, parents, etc...).
- Our school will continue to make sound fiscal decisions to create a school programming that will afford teachers common planning periods. In addition, teachers will ample opportunities to improve their practices through before school during school, and after school professional development series as well as opportunities to attend external professional development, institute, and conferences to learn research-based best practices.

### **Service and program coordination**

- The vertical curriculum plan teams will meet regularly to refine our curriculum by aligning our units of study with the Common Core Learning Standards and to create summative assessments and rubrics. In addition, the teams will analyze student work and performance data to identify common trends and develop actionable plans to meet the needs of students as a whole group, small group, or individually.

### **Budget and resources alignment**

- Human Resources: Teachers, Coaches, Staff Developer (F-Status) Mentor (F-Status), Administration Budget Source: TL Fair Student Funding

## ANNUAL GOAL #2 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**

- To improve teacher effectiveness and build capacity in the area of differentiated instruction in the core subject areas (ELA, Math, Social Studies, and Science).

### **Comprehensive needs assessment**

- Based on the 2011 Math and ELA state assessments, it is evident that our teachers need to be more effective instructionally, to raise our students' scores.

### **Instructional strategies/activities**

- In the beginning of November 2011, teachers will be given a Pedagogical Needs Assessment Survey to write down their pedagogical strengths and areas of challenge. Once the survey is returned, the content area supervisor will meet with teachers and collaboratively develop a plan of action to improve instruction focusing on D.I. Each teacher will receive a letter outlining their individual learning plan.
- Weekly mini-observations will be conducted to assess improvements in the use of differentiated instructional strategies as well as impact on student learning.
- Periodically, teachers will be asked to bring their lesson plans to common planning, faculty/grade level meetings for peer discussion and analysis.
- Periodically, teachers will meet with their supervisor to discuss student performance data in relation to teacher and class goals.
- Teachers will be provided with opportunities (as needed) to model and observe colleagues demonstrating exemplary D.I. practices, using an inter-visitation model.

### **This goal will be achieved as evidenced by:**

- Teacher lesson/unit plans, homework and student assignments will reflect differentiated strategies.
- Faculty conferences, dept. meetings, and teacher team meeting agendas will document analysis of student data to inform differentiated instructional decisions.
- Teacher observations and learning walks reflect differentiation of process, content, or product.
- Teachers' formative and summative classroom assessments will consider various styles and modalities.

**Strategies to increase parental involvement**

- Our school will continue its commitment to inform and educate the parents by providing on-going workshops: Curriculum & Assessments, Parenting skills, ARIS, etc...
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress (TeacherEase).

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

- Our school will continue to use various mediums to promote the school, school personnel will attend job fairs and prospective licensed teachers will be interviewed by a hiring committee comprised of school community constituencies (i.e., administrators, teachers, parents, etc...).
- Our school will continue to make sound fiscal decisions to create a school programming that will afford teachers common planning periods. In addition, teachers will ample opportunities to improve their practices through before school during school, and after school professional development series as well as opportunities to attend external professional development, institute, and conferences to learn research-based best practices.

**Service and program coordination**

- Our school will offer after school and Saturday program to our students to address their specific needs in reading and writing.

**Budget and resources alignment**

- Human Resources: Teachers, Coaches, Staff Developer (F-Status) Mentor (F-Status), Administration Budget Source: TL Fair Student Funding

### 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**

- Improve teacher effectiveness by providing professional development focused on CCLS aligned units of study, and Danielson's teacher effectiveness framework.

#### **Comprehensive needs assessment**

- Professional Development is an opportunity for all teachers to enhance their teaching practice and to hone their craft. The Department of Education's expectations is that all schools will use the Danielson Framework of Teaching to increase teacher effectiveness.

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

- For school year 2011-2012, all supervisory staff will have engaged in a minimum of 50 unannounced frequent mini-observations of all teachers.
- Teachers will be given timely actionable feedback based on Danielson's framework/rubric to improve practice.
- P.D. on Danielson's Framework for Teaching.
- Supervisors will receive support from network on writing observation, and providing high quality feedback.
- Planned discussions during common planning times focused on Danielson's framework "Look for, Listen for."
- P.D. on ARIS Learns – Teacher self guided improvement.

#### **This goal will be achieved as evidenced by:**

- Anecdotal records, written feedback, and observation reports.
- Aligned units of study in literacy and math.
- CCLS performing tasks.
- Individual teacher professional development plans.

**Strategies to increase parental involvement**

**Our school will have on-going workshops and provide parents with pertinent educational information via our Monthly Newsletter and bi-monthly learning walk. We will use these aforementioned approaches to:**

- provide assistance to parents in understanding City, State, and Federal standards and assessments.
- provide materials and training to help parents work with their children to improve their achievement level, i.e., literacy, math, and use of technology.

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

- Our school will continue to use various mediums to promote the school, school personnel will attend job fairs and prospective licensed teachers will be interviewed by a hiring committee comprised of school community constituencies (i.e., administrators, teachers, parents, etc...).
- Our school will continue to make sound fiscal decisions to create a school programming that will afford teachers common planning periods. In addition, teachers will ample opportunities to improve their practices through before school during school, and after school professional development series as well as opportunities to attend external professional development, institute, and conferences to learn research-based best practices.

**Service and program coordination**

- Ongoing professional development and strategic use of calendar change dates, one full-day professional development and four (4) early release days.

**Budget and resources alignment**

- Human Resources: Teachers, Coaches, Staff Developer (F-Status) Mentor (F-Status), Administration Budget Source: TL Fair Student Funding

## 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**

- Learning Environment Survey – areas of improvement: Teacher feedback from administrators and the perception of school safety for students and teachers.

### **Comprehensive needs assessment**

- The 2011 results from the Learning Environment Survey indicates this goal as an area of concern regarding teachers and students.

### **Instructional strategies/activities**

- During each faculty conference, there will be an agenda item on “safety,” where issues and concerns will be addressed.
- “Starbucks” – student incentive program will reward students who consult with adults in school regarding any safety/bullying concerns.
- “Save” room/”mentoring” room – students who are troublesome, disruptive, and disrespectful will be sent to the “save” room/”mentoring” room. Students will not return to general population until they have a better understanding of what “respect” means.
- Weekly Academy assemblies will provide students with opportunities to discuss safety concerns.
- SAPIS worker will be more pro-active in modeling and providing information about bullying - Forums to role play their concerns.

### **This goal will be achieved as evidenced by:**

- Reduced Superintendent Suspensions, Principal Suspensions.
- Results of Learning Environment Survey.
- Increase in attendance.

**Strategies to increase parental involvement**

**Our school will have on-going workshops and provide parents with pertinent educational information via our Monthly Newsletter and bi-monthly learning walk. We will use these aforementioned approaches to:**

- provide assistance to parents in understanding City, State, and Federal standards and assessments.
- provide materials and training to help parents work with their children to improve their achievement level, i.e., literacy, math, and use of technology.

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

- Our school will continue to use various mediums to promote the school, school personnel will attend job fairs and prospective licensed teachers will be interviewed by a hiring committee comprised of school community constituencies (i.e., administrators, teachers, parents, etc...).
- Our school will continue to make sound fiscal decisions to create a school programming that will afford teachers common planning periods. In addition, teachers will ample opportunities to improve their practices through before school during school, and after school professional development series as well as opportunities to attend external professional development, institute, and conferences to learn research-based best practices.

**Service and program coordination**

- Our school holds weekly assemblies that deal with various topics (i.e. bullying). SAPIS worker and guidance counselor provide counseling/mediating for all students in resolving conflicts and fostering a culture of Respect for All. The school's partnership with the YMCA produced a video on bullying that is shown to the students in discussed.

**Budget and resources alignment**

- Human Resources: Teachers, Coaches, Staff Developer (F-Status) Mentor (F-Status), Administration Budget Source: TL Fair Student Funding

**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>								
<b>7</b>								
<b>8</b>	70	20	20	20	15			
<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	<b>Every Monday is Re-Teaching Day based on previous week's assessments of instruction and learning.</b>
Mathematics	<b>Small group and one-to-one tutorial services provided to target students during the school day to develop test-taking skills and strategies through the use of motivational classroom strategies and interactive technology.</b>
Science	<b>Students are instructed during the school day, after-school and on Saturdays in small group and one-to-one instruction.</b>
Social Studies	<b>Two to three times per week in small groups and one-to-one students are taught skills and strategies combining social studies and ELA using on-going assessments to determine progress.</b>
At-risk Services provided by the Guidance Counselor	<b>Guidance in large group, small group and one-to-one during the school day in counseling services to provide solutions to family problems, social problems and personal problems.</b>
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**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)

**School DBN:** 29Q059

**School Name:** I.S. 59

*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

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### **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. Special needs in ELA, and General Ed in ELA.
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. Because many I.S. 59 students come from families where technology is lacking, they have fewer opportunities to use essential technology skills in the home. The SINI planning committee selected web-enabled software, SuccessMaker, to deliver supplemental instruction in order to allow learners who are less familiar with technology to begin building their digital literacy and receive practice in Reading and Math content areas. Students will experience innovative item types similar to what they will encounter on the Common Core Assessments and accumulate valuable individualized data to drive instructional decision. Our major focus will be our special needs population, with targeted general education students included.

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



**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>Deborah Maldonado/Mae Fong</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>059</b>
School Name <b>Springfield Gardens Intermediate School</b>			

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

Principal <b>Carleton Gordon</b>	Assistant Principal <b>Tamika Nater</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Myrtha Orphee</b>	Guidance Counselor <b>Vida Williams</b>
Teacher/Subject Area <b>Sherran Fields/Science</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Dawn Jones/ELA</b>	Parent Coordinator <b>Sheryl Leverett</b>
Related Service Provider <b>Emelinda Baillo/SETTS</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### 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	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>677</b>	Total Number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>1.33%</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. 

The ELL identification process is overseen by a licensed and trained pedagogue, most often the fully licensed ESL teacher, Ms Orphee. Parents of newly arrived students who are registering in our school and are first time entrants into the NYC school system receive the HLIS. The document is given in the parents preferred language. If the form is not available in the parents NL we afford assistance in translation of the questions and responses via our staff members who speak: Tagalog, French, Hatian Creole, Spanish. In the event we cannot offer on-site translation support we reach out to the Translation and Interpretation Unit for on-phone support. Our trained pedagogues assist the parent in completing the form and conduct an informal interview with the child. After the interview and HLIS survey review, appropriate sections of the HLIS are completed by school staff, including assignment of the OTELE code which is entered into our database, ATS. If the OTELE code is a language other than English the student is administered the LAB-R by our ESL teacher or another fully trained and licensed pedagogue. After hand-scoring and determination of the proficiency level of the student parents are informed of the eligibility of their child(ren) for ESL services. Students whose HL is Spanish and do not pass the LAB-R are administered the Spanish LAB for purposes of assessing NL literacy. The LAB-R and Spanish LAB are administered within 10 days of initial registration into our school. Students who test out of the LAB-R are given non-entitlement letters and place in a mainstream, non-ESL class

Each year the NYSESLAT is administered to each ELL student in our school. We use the RLAT and RNMR reports to ensure all eligible students are tested. Since the NYSESLAT testing window is long we assure each student is scheduled with enough time allotted for any make-up needed for any modality subtest. Students who do not reach proficiency receive a continuation of entitlement letter; those who reach proficiency are given the non-entitlement/transition letter.

Parents are informed of their child's placement in an ESL classroom via placement letters. Parents are also informed, via Entitlement letters that their child is eligible for ESL servicing and are invited to a parent orientation via letter, which are backpacked. The date of the orientation within 10 days of registration is scheduled for the parent's availability. The parent orientation, an ongoing process, offers parents the opportunity to become familiar with the three models of ESL offered in the city system. Facilitated by Ms. Orphee, our licensed ESL teacher, the parents view an online video, available in the major languages represented in the city, which explains Freestanding ESL, Transitional Bilingual and Dual Language programs. If further translation is needed or the video is not available in a parent's language of communication we tap into our staff or the T/I unit for support. The parent is asked to fill out the Parent Survey and Program Selection form which shows which program they prefer for their child. If a parent needs time to fill out the survey we ask that it be returned completed within 2 days. In the event a parent does not attend the orientation we send a second invitation along with a information brochure, the link to the online video, and the parent survey/choice form. Parents are informed, after filling out the form, that at this point we offer only the Freestanding ESL program. They are told if we receive indication 15 or more parents of one language group on one or two contiguous grades opt for a bilingual program, we will open their program of choice, as per the Aspira Consent Decree. Record of parent participation in the orientations is kept on file. If we do not get surveys back we place students in our default freestanding ESL program, although we are aware the default program is bilingual education as per CR154, we have only an ESL program at I.S. 59, and students are placed in that program. Parents who prefer a bilingual program are offered support to find a program. We give information of schools offering the Bilingual program desired., and if need be will give information to contact the appropriate placement office

Our ESL teacher keeps a list of entitlement letters which are sent home and we ask for them to be signed and returned at which point they are checked off of the list. For those program survey forms that are sent home or given time to be filled out, we keep a running list as they are returned. We keep the program choice forms together by language and review parent choices every year to ensure we are compliant with the parent choices. Copies of all HLIS, entitlement, non-entitlement/transition, and continuation of service letters, as well as the original parent choice survey forms are kept on file by our ESL teacher.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is 100% freestanding ESL, which aligns with our school programming. In the event of a surge of program choices for TBE, we will adhere to Aspira and create the programs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	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>							2	2	2	0				6
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	4

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

	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	3	0	1	4	0	2	2			9
Total	3	0	1	4	0	2	2	0	0	9

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	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

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							1	1	2					4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							4							4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	0	0	0	0	0	0	5	1	3	0	0	0	0	9

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Instruction is delivered through a pull-out program with heterogeneous classes. Beginners and intermediate proficiency level students receive 360 minutes of ESL instruction weekly, advance proficiency level students receive 180 minutes of ESL with 180 minutes of ELA. Our ESL teacher delivers ESL through social studies, Math and science in her pull-out class while addressing English syntax and academic language. All instruction is given in English with NL support through bilingual word-word glossaries, and multilingual classroom library books.

As we offer only Freestanding ESL at this point, we assess NL through the Spanish LAB, and conversation between student and staff member in the home language. When appropriate the ESL Teacher addresses difficult concepts in the NL for the students, as she speaks both Spanish and Haitian Creole

Differentiation for our subgroups:

-SIFE: our SIFE students receive extended instructional time, offered through after-school classes or tutoring. Small-group work enhances participation and teacher assessment. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of our SIFEs with the collaboration of Ms. Orphee, our ESL teacher, while targeting grade-level/course standards. Extended-day support and one-to-one tutoring is provided to students who require additional support to meet standards.

NewComers: our 0-3 ELLs benefit from constant collaboration between the ESL and content area teachers. Depending on the proficiency level, TPR, realia, modeling, body language is used to help them acclimate to school; a buddy who speaks the same NL is assigned to help their newcomer classmate understand classwork and feel comfortable in their new school. More proficient newcomers are afforded more challenging grammar, and introduced to rigorous academic vocabulary in all content areas; We focus on skills called for in the NYSELAT and on the ELA Exam in preparing these students to take the ELA state exam after one year.

ELLs receiving 4-6 years of service are given rigorous reading and writing exercises to develop their skills and prepare them to test out of ESL and go forward to High School level work.

LTEs: If an LTE arrives in our school, we will develop a plan which includes more challenging work while focusing on the area of greatest need as shown in the NYSELAT (RNMR) and other data such as NYS ELA/Math exams and student work. LTEs are also offered one-to-one support from our ESL teacher after school.

Our ELL-SWDs are pulled out of their self-contained Special Education classroom for ESL mandated minutes. The ESL class is

## A. Programming and Scheduling Information

comprised of all our ESL students, allowing interaction and socialization and academic exchanges between our ELL-SWDs and our General Ed. ELLs. This curricular, instructional and scheduling flexibility allows us to meet the diverse needs of all our ELLs.

Teachers of ELL-SWD students use differentiated instruction by tiering lessons on multiple levels to meet the needs of the student's disability. Additionally, teachers use instructional resources such as leveled readers, media clips and various forms of technology. Formative assessments and mixed leveled grouping are used to ensure that the academic content is accessible to all learners.

The teachers review the student's IEP and ensure that all services mandated as well as all ESL instruction is provided to the student as it is stated. ELL-SWD's whose IEP mandates bi-lingual instruction receive an alternate placement para to support the student in their native language academics.

### 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:				

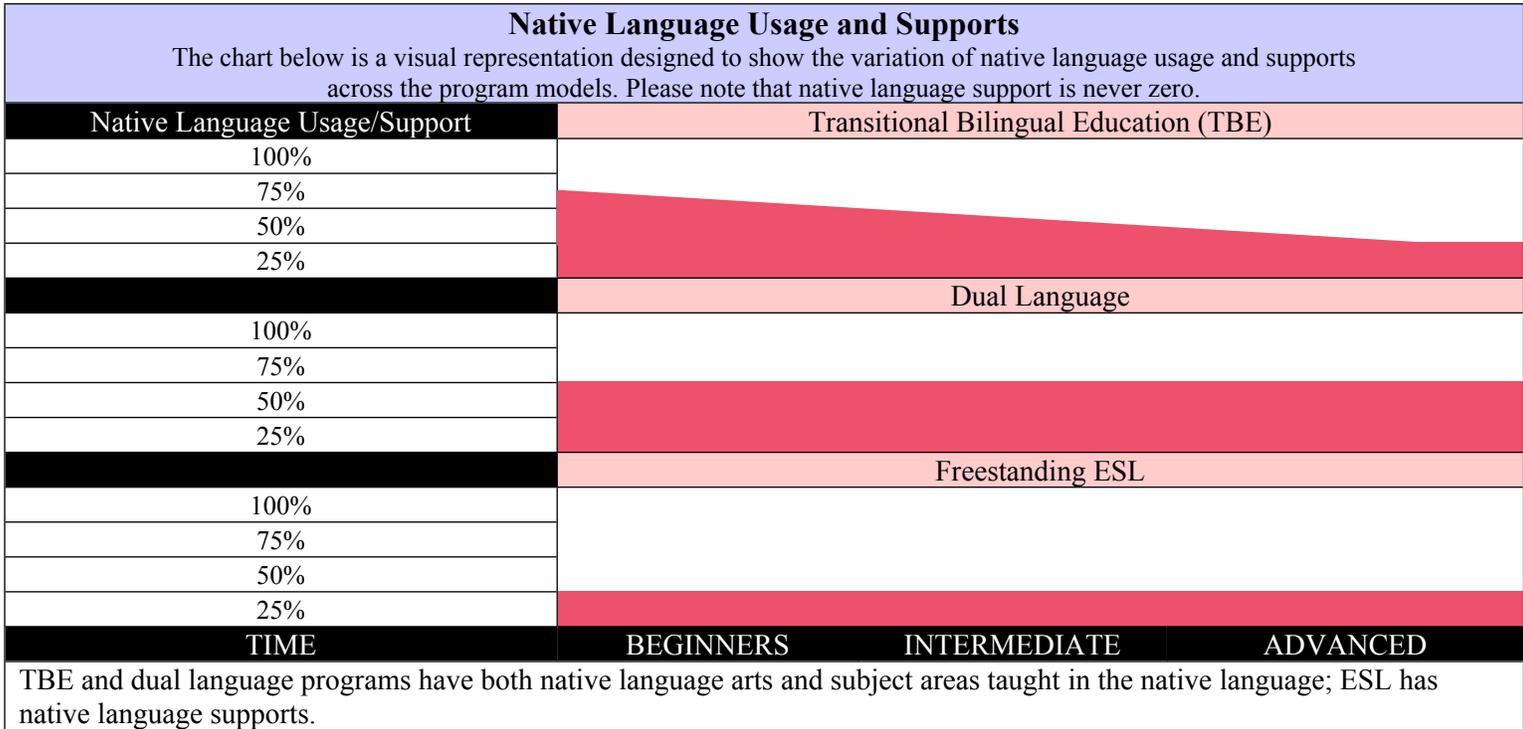
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



**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?

Targeted intervention programs for our ELLs include:  
 ELA: Additional instructional time (extended day) as well as differentiated instructional practices: graphic organizers for analysis of text, planning tools for composing writing tasks, guided reading/conferencing during instructional time in Math, modeling, repetition, cold call, call and response help students focus and pay attention. Academic language/vocabulary are used especially with the ELLs; Science teachers differentiate by allowing more hands-on science practices to be used with lower proficiency ELLs, and the use of classroom computers to look up information in the NL for better comprehension of the content being addressed. The Science teacher stays after school for tutoring our ELLs as well as offering Saturday classes when needed for extra support.

ELLs who have tested out of NYSESLAT are entitled to transitional services, including test mods for two years after attaining Proficiency on the LAT; extra and ongoing English language support from the ESL teacher. Further, the content area teachers keep careful observation on our newly proficient students to ensure academic comprehension is on target, differentiating when necessary .

## 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?

Targeted intervention programs for our ELLs include:

ELA: Additional instructional time (extended day) as well as differentiated instructional practices: graphic organizers for analysis of text, planning tools for composing writing tasks, guided reading/conferencing during instructional time in Math, modeling, repetition, cold call, call and response help students focus and pay attention. Academic language/vocabulary are used especially with the ELLs; Science teachers differentiate by allowing more hands-on science practices to be used with lower proficiency ELLs, and the use of classroom computers to look up information in the NL for better comprehension of the content being addressed. The Science teacher stays after school for tutoring our ELLs as well as offering Saturday classes when needed for extra support.

ELLs who have tested out of NYSESLAT are entitled to transitional services, including test mods for two years after attaining Proficiency on the LAT; extra and ongoing English language support from the ESL teacher. Further, the content area teachers keep careful observation on our newly proficient students to ensure academic comprehension is on target, differentiating when necessary .

In 2011/12 we are introducing the CCLS and materials, such as high-interest, low readability text and software for struggling readers, including our ELLs. We are exploring scheduling class trips for our newcomers, such as museums and trips into Manhattan in order to help them become familiar with the city, it's cultural offerings, and the NYC transit system We will not be discontinuing any programs in the 2011/12 school year

Our ELLs are included in all programs offered to every student in our school, both during and after school, including: Dance, Art, Band, Chorus, YMCA after school program, Basketball team. General postings and flyers inviting all students are written in multiple languages, and call for our school population to participate in schoolwide activities and distributed to all homeroom classes and made visible in hallways

Instructional materials include classroom glossaries in ELL languages, and bilingual texts. Computers are readily available to our ELLs to use for resource (translation programs online) and research,. New educational software (read 180) will be available in one month.

Native language support is provided via bilingual content word-word glossaries, NL classroom and library resources. Bilingual staff members (Spanish, Haitian Creole, Tagalog, French) assist with translation and explanations when necessary.

All required services support and resources available are age and grade appropriate, and differentiated when necessary.

In August, before the school year begins, new students and their parents are invited to come to IS 59 to meet the administration and learn about the programs and activities offered as well as ask questions.

We offer French as an elective in our school

### 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.

All school staff receives Professional Development to help work with ELLs. Our network support staff offers a bi-monthly workshop focusing on best practices, Language Acquisition Stages and Teacher Roles. We are kept up to date on workshops and other offerings through the Department of English Language Learners. A network wide meeting for Parent Coordinators to learn how to work with ELL parents, and ways to help them is scheduled from our network in January. Our Assistant Principals and our Principal are invited to network meetings and are given pd on new mandates and grants/workshops for their school to help ELLs achieve proficiency and academic growth. OT, speech, PT, school psychologists are also afforded PD from our network support staff-special ed and ESL specialists work with the providers to understand the needs of and the difficulties our ELLs face. Our staff meets twice a month (once for general meeting and once for department meetings) Any ESL information is brought forth at these meetings to inform our staff and appropriate departments of new initiatives for ELLS.

In order to support our staff to assist ELLs as they transition to HS. we work with the articulation guidance counselor to understand the difficulties our ELLs might face in a large urban HS> The staff is informed of such schools as Newcomers, International and other smaller school which would best fit many ELLs entering the HS level.

All new teachers receive the 7.5 (special ed 10) hours of ELL training from our network support staff, as per Jose P. Our network keeps us informed of which teachers register and attend the PDs, and a record is kept.

### 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?

Parent/guardian workshops on academic core subject matter are offered to all parents, including our parents of ELLs. Translations are offered for all flyers, invitations and at all meetings by our staff members to support our Spanish and Haitian Creole family members. All DOE information sessions for ELLs are copied, translated and available in the main office. Signs are posted English and in our family NLs to get our parents involved. While we have not yet partnered with CBOs, our Parent Coordinator shares all information and opportunities for parents gathered at PC conferences and meetings. Parent needs are addressed through surveys given out by the Parent Coordinator, and through conversation with the parents. Our PC listens closely to the needs and wants of all our parents, and especially our parents of ELLs who need support and information on the school system and their new community..

## 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		2					5
Total	0	0	0	0	0	0	5	1	3	0	0	0	0	9

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				2
7	1	2			3
8		3	1		4
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	2								2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	2		1						3
8	2		3		1				6
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	1		4		1				6
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)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

### 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.

Assessment tools used to assess early literacy skills of our ELLs include the LAB-R, Spanish LAB., and Longman Keystone placement and exit test for an ESL baseline. We also use Acuity and Teacher Made Common Assessments to assess the students' learning. Our schools' instructional plan is guided by this data as it allows us to strengthen areas of need.

Based on data patterns across proficiency levels on the ESL exams we find higher proficiency in the w/r modalities among our 9 students. Our students are offered the NL versions of Math and Science exams, but opt out of using them, therefore, we have no data reflecting NL exam grades v. English version grades.

Our ESL Acuity interim assessment is used by the school leadership and teachers to determine areas in ELA which need addressing to strengthen English academic knowledge. We are learning our ELLs need to concentrate on reading, specifically, main idea, inferencing and setting, NL is used to support ELL academic language through language supported translations from staff and bilingual glossaries.

We evaluate success of the program for our ELLs through progress shown on the NYSESLAT, and on the RNMR for a three year span of test results and progress in modality areas.

### 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.

## Part VI: LAP Assurances

**School Name: Springfield Gardens IS 59**

**School DBN: 29Q059**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carleton Gordon	Principal		12/1/11
Tamika Nater	Assistant Principal		12/1/11
Sheryl Leverett	Parent Coordinator		12/1/11
Myrtha Orphee	ESL Teacher		12/1/11
	Parent		1/1/01
Kimberla Sarwee/Math	Teacher/Subject Area		12/1/11
Dawn Jones/ELA	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Vida Williams	Guidance Counselor		12/1/11
	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: **29Q059** School Name: **JHS 59**

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.

We will pull out RNMR from ATS to verify the ELLs' home languages. This report shows the Home Language of each entitled student. We will pull out the Language Identification Survey or the Emergency Contact card from the school's files to confirm the language through which the Parent/Guardian of the ELLs prefer to receive school communication.

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.

Based on the data, we have determined that here at I.S. 59, we need to dialogue with most of the ELLs' homes in Haitian Creole and in Spanish. Of the 8 ELLs being serviced, we have 4 using Spanish, 3 using Haitian Creole and 1 using Bemba at home.

## 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 will use the translation services of the DOE at [schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610-4A3A-81DC...](https://schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610-4A3A-81DC...) As in the past, we will also access Google.com translation. Our Haitian Creole and Spanish staff members are equally versed in their mother tongues. So by either one of these 3 means, we will reach our ELLs' parents. For Bemba we will definitely utilize the DOE services when needed.

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.

I.S. 59 will provide in-house interpretation services by our school staff in both Haitian Creole and in Spanish and use the DOE services for Bemba.

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. 59 will utilize the translation services described in answer #1 of Part B to fulfill Section VII of Chancellor's Regulations by submitting the material to be translated way ahead of the due date. The Parent/Guardian will then receive it on time to make their decision concerning our ELLs.