



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** JEAN NUZZI INTERMEDIATE SCHOOL 109

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q109

PRINCIPAL: MIATHERESA PATE-ALEXANDER EMAIL: MPATE@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
Miatheresa Pate	*Principal or Designee	
Bertha Cuascut	*UFT Chapter Leader or Designee	
Dionne James	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Bharat Singh	Member/ Parent	
Sonya Robinson	Member/ Parent	
Gloria Sealy	Member/ Parent	
(Judy) Drupatie Balkaran	Member/ Parent	
Tracie Barnes	Member/ Parent	
Steve Green	Member/Staff	
AnnMarie Shepperson	Member/ Staff	
Linda Wright	Member/ Staff	
Claudette Hanson	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**

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

95% of all teachers by June 2012 will develop a coherent understanding of assessment and assessment modifications across multiple content areas that broadens teachers' inclusion of ELL's and Special Education students to better meet the learning styles and academic needs of these students.

### **Comprehensive needs assessment**

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

A Comprehensive Needs Assessment process was undertaken to examine the gap between AYP targets and students' current reading performance. Jean Nuzzi Intermediate School 109 has not met the required AYP target in English Languages Arts for 2 consecutive years in subgroups *Limited English Proficient and Students with Disabilities*. The Comprehensive Needs Assessment process, utilizing several pieces of available data (Progress Report, ATS, Learning Environment Survey, and NYstart) identified that we had a total of 115 English Language Learners of which only 67 are at the 75 percentile or higher and 130 Self-Contained/CTT/SETSS students of which only 60 are at the 75 percentile or higher. *As a result, we have made progress for our ELL and SWD subgroups a priority goal for the schoolyear.*

### **Instructional strategies/activities**

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

#### Activity #1

- Professional Development: PD will be given on the following topics: Depth of Knowledge (DOK), Assessment and Assessment modifications, Collaborative Assessment Conference
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals
- Implementation Timeline: November 2011

#### Activity #2

- Create a schedule of snapshots/observations: Instructional quality will be consistently monitored (weekly-informally and monthly-formally) to determine if assessment and assessment modifications across multiple content areas have been broadened to include ELL's and Special Education students and also to ensure that their learning styles and academic needs are being met.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: October 2011-May 2012

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

- Teachers will meet in grade-level and cross functional teams to review student data gathered from classroom assessments.
- Administration and teachers will collaboratively plan during the month of June 2011, November 2012, January 2012, March 2012, April 2012, and June 2012
- Department meetings will be conducted to support instructional planning
- Teachers will be provided with surveys and engage in group discussions in a effort to ensure collaborative decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
- Teachers will, starting in June, work to enhance and design classroom assessments that support ELL's and Special Education students.
- Teachers will meet to reflect, review, and restructure the grading policy starting June and quarterly thereafter.
- All teachers in the will be trained in understanding assessment and assessment modifications.
- Professional development will be provided and carefully monitored, and follow up will be provided as necessary to ensure that teachers have developed the necessary skills to become successful.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
  - encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association;
  - supporting or hosting Family Day events in conjunction with Goodwill, Inc. Beacon;
  - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
  - developing and distributing a school handbook designed to keep parents informed about school activities;
  - using School-Messenger to inform parents daily of school activity updates, academic concerns and/or progress;
  - arranging additional meetings at other flexible times, e.g., morning, evening;
  - 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 parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
  - ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
  - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities

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

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

Administrators and teachers make up the hiring committee at Jean Nuzzi IS 109. The team has developed a marketing and outreach brochure: [Top 10 Reasons to Join Our Staff](#). The team also partners with the Office Talent and Recruitment and traditional teacher education institutions and alternative licensure programs to recruit. Additionally, the team regularly attends hiring fairs to identify and recruit highly-qualified teachers. The pupil personnel secretary works closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment

deadlines. The school has a mentor plan in place that ensures mentors are assigned to support struggling and un-qualified teachers. Finally, on a needs basis, the team evaluates the hiring and support process.

**Service and program coordination**

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

Jean Nuzzi 109 is supported by the Goodwill, Inc. Beacon program. Goodwill provides educational and recreational activities for our students from Monday to Friday, 3-6pm and 8:30-4:30pm on Saturday. Educational activities include tutoring and homework help, computer software basics, computer games and also familiarity with technology. They also provide educational and recreational field trips, art, dance, math, science.

**Budget and resources alignment**

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

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 Sept. 2011-June 2012 as indicated below:

- Supervisor per session (varied days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (varied days per week) for before/after school programs and differentiated professional development.

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

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

90% of all teachers by June 2012 will enhance their teacher practice by demonstrating their understanding of the Charlotte Danielson Approach-Enhancing Professional Practice: A Framework for Teaching.

**Comprehensive needs assessment**

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

A Comprehensive Needs Assessment process was undertaken to examine the gap between AYP targets and students' current reading performance. Jean Nuzzi Intermediate School 109 has not met the required AYP target in English Languages Arts for 2 consecutive years in subgroups *Limited English Proficient and Students with Disabilities*. The Comprehensive Needs Assessment process utilizing several pieces of available data (Progress Report, ATS, Learning Environment Survey, and NYstart) identified that we had a total of 115 English Language Learners of which only 67 are at the 75 percentile or higher and 130 Self-Contained/CTT/SETSS students of which only 60 are at the 75 percentile or higher. *As a result, we have made*

*progress for our ELL and SWD subgroups a priority goal for the schoolyear.*

### **Instructional strategies/activities**

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

### **Activity #1**

- Creation of a PD Calendar: Administrators will create a monthly professional development plan that focuses on A Framework for Teaching. Professional development in Charlotte Danielson's Approach will occur on a weekly basis with a minimum of three opportunities for teachers in whole groups, small groups and individual sessions to reflect on students learning styles and goals in all content areas. (Thursdays- September 15<sup>th</sup>, 22, October 6<sup>th</sup>, 13<sup>th</sup>)
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September-October 2011.

### **Activity #2**

- Development of a Danielson Game Show: The purpose is to examine teacher understanding the Charlotte Danielson Approach- Enhancing Professional Practice: A Framework for Teaching.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: October 2011

### **Activity #3**

- Create a schedule of snapshots/observations: The purpose is to frequently observe and provide meaningful feedback on their application of Charlotte Danielson's Approach- Enhancing Professional Practice: A Framework for Teaching.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: October 2011-May 2012

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

- Teachers will be provided with surveys and engage in group discussions in a effort to ensure collaborative decision-making regarding the use of Charlotte Danielson's Approach- Enhancing Professional Practice: A Framework for Teaching.
- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Administration and teachers will collaboratively plan during the months of September and October.

- Department meetings will be conducted to support instructional planning.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
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  - using School-Messenger to inform parents daily of school activity updates, academic concerns and/or progress;
  - arranging additional meetings at other flexible times, e.g., morning, evening
  - 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;
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#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.  
 Administrators and teachers make up the interviewing and hiring committee at Jean Nuzzi 109. The team has developed a marketing and outreach brochure: [Top 10 Reasons to Join Our Staff](#). The team also partners with the Office of Talent and Recruitment and traditional teacher education institutions and alternative licensure programs to recruit. Additionally, the team regularly attends hiring fairs to identify and recruit highly-qualified teachers. The pupil personnel secretary works closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. The school has a mentor plan in place that ensures mentors are assigned to support struggling and un-qualified teachers. Finally, on a needs basis, the team evaluates the hiring and support process.

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

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
 Jean Nuzzi 109 is supported by the Goodwill, Inc. Beacon program. Goodwill provides educational and recreational activities for our students from Monday to Friday, 3-6pm and 8:30-4:30pm on Saturday. Educational activities include tutoring and homework help, computer software basics, computer games and also familiarity with technology and Beacon also provides educational and recreational field trips, art, dance, math, science.

**Budget and resources alignment**

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

As a Title I School wide 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 Sept. 2011-June 2012 as indicated below:

- Supervisor per session (varied days per week)
- Professional instructional materials to support curriculum development during the regular school day.
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**ANNUAL GOAL #3 AND ACTION PLAN****Annual Goal #3**

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

95% of all students by January 2012 will engage in a literacy and a math task embedded in a rigorous curriculum unit aligned to the Common Core.

**Comprehensive needs assessment**

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

A Comprehensive Needs Assessment process was undertaken to examine the gap between AYP targets and students' current reading performance. Jean Nuzzi Intermediate School 109 has not met the required AYP target in English Languages Arts for 2 consecutive years in subgroups *Limited English Proficient and Students with Disabilities*. The Comprehensive Needs Assessment process, utilizing several pieces of available data (Progress Report, ATS, Learning Environment Survey, and NYstart) identified that we had a total of 115 English Language Learners of which only 67 are at the 75 percentile or higher and 130 Self-Contained/CTT/SETSS students of which only 60 are at the 75 percentile or higher. *As a result, we have made progress for our ELL and SWD subgroups a priority goal for the schoolyear.*

**Instructional strategies/activities**

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

**Activity #1**

- **Professional Development:** PD will be given on the following topics: Know the layout: The Common Core Standards; Be aware of the spiral effect; Unpack/Repack the standards; and Assessment is the key.
- **Target Population(s):** ELA teachers, Math teachers, and teachers servicing SWDs and ELLs and students in the ELL and SWD

subgroups.

- Responsible Staff Members: Principal, Assistant Principals, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September 2011 through March 2012

### **Activity #2**

- Creation of a Data Flash drive: A data flash drive will be provided to teachers that includes the use of cross curriculum data, student, and school data.
- Target Population(s): Teams of Teachers working with ELLs, SWDs and former ELLs not making acceptable gains.
- Responsible Staff Members: Principal, Assistant Principals, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: October-November 2011.

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

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Administration and teachers will collaboratively plan during the month of August, November, December, and January around common core
- Department meetings will be conducted to support instructional planning
- At least 90% of all students in the school will have work, notes, and homework aligned to a literacy and a math task embedded in a rigorous curriculum unit aligned to the Common Core. Student work will be assessed by teachers to determine goal success via survey and open discussion.

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

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

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

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**Budget and resources alignment**

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

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**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>	N/A		N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	379	379	379	379	20	0	1	N/A
<b>7</b>	379	379	379	379	20	0	0	N/A
<b>8</b>	379	379	379	379	20	0	0	N/A
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	A.I.S in ELA is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday-Wednesday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a three day content rotation. This is a specific curriculum designed to address targeted skills. A special ELL's intervention is provided to students who are ELL's mandated. READ 180 is also provided for AIS students. Using the <i>READ 180</i> instructional materials, students are being provided systematic instruction in reading, writing, and vocabulary. Using the <i>READ 180 rBook</i> and <i>Resources for Differentiated Instruction</i> , the teacher works closely with students so that individual needs can be met. Students use the Software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of the <i>READ 180</i> Paperbacks and Audio books. The session ends with 10 more minutes of Whole-Group Instruction for a total of 90 minutes of direct AIS support. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. Small Group instruction is offered in the form of SETTS (pull out academic resource support). AIS special education students receive weekly support from our Reading Specialist.
<b>Mathematics:</b>	A.I.S in Math is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday-Wednesday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a three day content rotation. This is a specific curriculum designed to address targeted skills. A special ELL's intervention is also provided to students who are ELL's mandated. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. Small Group instruction is offered in the form of SETTS (pull out academic resource support).
<b>Science:</b>	A.I.S in science is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday-Wednesday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a three day content rotation. This is a specific curriculum designed to address targeted skills. In school intervention services are provided daily in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. ILSET Parent Workshop is used to support parents of AIS students understanding of the science state exam.
<b>Social Studies:</b>	All in social studies is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday- Wednesday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a three day content rotation. This is a specific curriculum designed to address targeted skills. In school intervention services are provided daily in small groups with teachers.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The school guidance team provides group & individual counseling including: conflict resolution, crisis intervention, class visits & act as a resource for teachers & parents, Case Managers for PPT. Assist with attendance monitoring & intervention services. Child abuse prevention & intervention; address issues relating to students in temporary housing. Referral to outside agencies & services (ex: FAP; family counseling, & academic services).
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist will offer clinical services and provide group & individual counseling including: conflict resolution; crisis intervention, class visits & act as a resource for teachers & parents.
<b>At-risk Services Provided by the Social Worker:</b>	The school social worker will offer group & individual counseling including: conflict resolution; crisis intervention, class visits & act as a resource for teachers & parents.

**At-risk Health-related Services:**

The school nurse provides students with their daily medication during the school day. Twenty students are classified as PRN, which means they receive medication as needed. Additionally, the school nurse sees students for first aid and emergencies as needed.



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

**School DBN:** 29Q109 **School Name:** Jean Nuzzi Intermediate School 109

*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.

A Comprehensive Needs Assessment process was undertaken to examine the gap between AYP targets and students' current reading performance. Jean Nuzzi Intermediate School 109 has not met the required AYP target in English Languages Arts for 2 consecutive years in subgroups *Limited English Proficient and Students with Disabilities*. The needs assessment identified that we had a total of 115 English Language Learners of which only 67 are at the 75 percentile or higher and 130 Self-Contained/CTT/SETSS students of which only 60 are at the 75 percentile or higher. The specific academic issues that caused the school to be identified are students with limited English proficiency are limited in the reading comprehension on the state ELA exam even if they make marked improvement on their NYSESLAT. Our students with disabilities have a processing inability as it relates to comprehension on the state ELA exam.

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.
  - Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
  - Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
  - More classroom time devoted to reading and math skills;
  - Strategies to increase daily attendance;
  - Expanded parental involvement programs to include parent workshops

### **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.

**Purpose:** Develop a coherent understanding of assessment and assessment modifications across multiple content areas that broaden teachers' inclusion of ELL's and Special Education students to better meet the learning styles and academic needs of these students.

#### **Activity #1**

- Professional Development: PD will be given on the following topics: Depth of Knowledge (DOK), Assessment and Assessment modifications, Collaborative Assessment Conference
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals
- Implementation Timeline: November 2011

### **Activity #2**

- Create a schedule of snapshots/observations: Instructional quality will be consistently monitored (weekly informally and monthly formally) to determine if assessment and assessment modifications across multiple content areas have been broaden to include ELL's and Special Education students. Also to ensure that their learning styles and academic needs are being met.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: October 2011-May 2012

Purpose: To enhance teacher practice by ensuring that teachers understand the Charlotte Danielson Approach- Enhancing Professional Practice: A Framework for Teaching.

### **Activity #1**

- Creation of a PD Calendar: Administrators will create a monthly professional development plan that focuses on A Framework for Teaching. Professional development in Charlotte Daniels Approach will occur on a weekly basis with a minimum of three opportunities for teachers in whole groups, small groups and individual sessions to reflect on students learning styles and goals in all content areas. (Thursdays- September 15<sup>th</sup>, 22, October 6<sup>th</sup>, 13<sup>th</sup>)
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principals, Staff Developers (internal and external) and Data Specialist
- Implementation Timeline: September-October 2011.

### **Activity #2**

- Development a Danielson Game Show: The purpose is to examine teacher understanding the Charlotte Danielson Approach- Enhancing Professional Practice: A Framework for Teaching.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: October 2011

### **Activity #3**

- Create a schedule of snapshots/observations: The purpose is to frequently observe and provide meaningful feedback on their application of Charlotte Danielson Approach- Enhancing Professional Practice: A Framework for Teaching.
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: October 2011-May 2012

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

## **PROGRAM OVERVIEW:**

The mentor program at Jean Nuzzi I.S. 109 is designed to support the reflective practice of beginning teachers and to meet their changing needs. Jean Nuzzi Intermediate School 109 Teacher Mentor Program is a new teacher induction program designed to provide support, assistance, training and resources to beginning teachers. The program is intended to help teachers interpret their teaching

and make informed decisions about their development as professionals. Through the help of the mentors, the beginning teachers will have an opportunity for self-reflection.

### **MENTORING PLAN:**

Each teacher will be partnered with a mentor teacher. The mentors will meet with beginning teachers at least twice a week. During that time, mentors will address beginning teachers concerns, share teaching techniques and strategies and help plan unit lessons. In addition, mentors will visit classrooms to outline key points of the lessons, student-teacher interaction as well as map out teacher's movements in the classroom. Mentors will also pair up beginning teachers with veteran teachers and arrange inter-visitation schedule.

The two mentoring models that will be used are: Team-teaching mentoring, in which a new teacher and an experienced teacher plan, teach, and debrief with feedback for the new teacher; and the coaching-mentoring approach. Both will be implemented through meetings that will be scheduled into the school-wide program in order to ensure a maximum level of success, and mentor effectiveness.

In order to ensure that the mentoring plan at IS 109 is a success the Principal will provide all teachers with an opportunity to interact with other new teachers in a critical friend's think tank. Within the critical friends group new teachers will dissect the culture and climate of the school, as well as the mission and vision. As a result of the IS 109 mentor program, teachers will begin to understand the complex role of teaching. They will work together with tenured teachers at grade level meetings, develop curriculum, and use the data inquiry team as a resource for assessing their student data.

### **MENTOR PROGRAM GOALS:**

- To assist beginning teachers in understanding the complexities of teaching with the support of a mentor teacher who will serve as coach, resource provider, role model and facilitator
  - To provide beginning teachers with professional development in effective instructional practices
  - To provide training opportunities to beginning teachers that specifically focus on their individual needs
  - To inform beginning teachers of available district, building and community resources
  - To facilitate and encourage peer support and peer coaching at the school level
  - To assist beginning teachers in developing their instructional potential, assuring greater student achievement and teacher instructional success
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.

The school plans to notify parents about the school's identification for school improvement by using the parent notification template letter provided by the state (translated for ELLs). The school will also host a parent information meeting on January 14, 2012 to answer questions and concerns. Teachers will also serve as translators.

**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>Debra Maldonado</b> <b>Nancy Ramos</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>109</b>
School Name <b>Jean Nuzzi Intermediate School 109</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Miatheresa Pate-Alexander</b>	Assistant Principal <b>Lukia Naraine</b>
Coach <b>Bertha Cuascut-Content teacher</b>	Coach <b>N/A</b>
ESL Teacher <b>Allyson Rothburd-Advanced ESL</b>	Guidance Counselor <b>Monica Lowe- Paulette Goodison</b>
Teacher/Subject Area <b>Juliette Charles-Pierre-Int</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>Evelyn Sanz - Beginners</b>	Parent Coordinator <b>Arketa Sherron</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Nancy Ramos</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>3</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>1</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>1103</b>	Total Number of ELLs	<b>69</b>	ELLs as share of total student population (%)	<b>6.26%</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. 

Paste response to questions 1-6 here

1. The school has a ELL's committee consisting of four licensed ESL teachers: ESL Coordinator- Ms. Rothburd, Ms. Sanz, Ms. Charles-Pierre and Ms. Cuascut, Guidance Counselors: Ms. Lowe and Ms. Goodison, Family Worker: Ms. Munoz, Parent Coordinator: Ms. Sherron, Pupil Secretary: Ms. Hux, School Aide: Ms. Samaroo, Assistant Principal: Mrs. Naraine, and Principal: Mrs. Pate-Alexander, who are responsible for all issues concerning our ELLs students. At registration, parents complete a Home Language Survey and are provided with an informal oral interview conducted by the ESL coordinator or by one of the ESL teachers. After parents complete the Home Language Survey, the above named ESL teachers, review each survey and administer the LAB-R or Spanish LAB-R, when appropriate, within 10 days of a student's registration. If students test out of the LAB-R they are issued a non-entitlement letter in their home language. Students who test Proficient on the NYSESLAT are also issued non-entitlement letters.

2. I.S. 109 has a three tier (beginning, intermediate, and advanced) free-standing ESL program which currently supports 69 students. The school does not presently require a bilingual program, but does provide English as a Second Language (ESL) instruction. Four licensed ESL teachers, Ms. Rothburd, Ms. Sanz, Ms. Charles-Pierre and Ms. Cuascut provide ELL students with high quality instruction. We strive to support parents in making educated decisions about their children's placements. We ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents are invited to an Orientation conducted by the ESL coordinator, Ms. Rothburd and supported by the ELL's teachers and the Parent Coordinator. At the orientation, parents are informed of their options. Parents are provided with brochures about each program in their home language. At this meeting, parents are informed that their children have the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and consecutive grade. At this meeting, parents are encouraged to ask questions regarding their options. Parents are provided with Program Selection Forms in their native languages. According to a review of Home Language Surveys, the program of choice selected by parents has routinely been ESL. We utilize our SchoolMessenger system to ensure that all forms are returned.

3. One of our certified ESL teachers is responsible for conducting the initial screening to identify students who may be English Language Learners. They will work with the parents to conduct an informal oral interview in English and in the native language. They then administer the Language Assessment Battery Revised (LAB-R). The Language Allocation Policy Team works to evaluate all students' NYSESLAT data. The areas of listening, speaking, reading, and writing are analyzed. The areas of strengths and weakness are then identified. The team then makes a recommendation for student placement. Parents of students who do not pass the LAB-R come to orientation and receive entitlement letters explaining that their children are entitled to receive ESL services. Copies of the letters are made and filed at the school and one is given to each parent. Parents are given the opportunity to have their questions answered at the orientation and also have the opportunity to review the information in the brochure. The letters and surveys are filed by Ms. Rothburd, the ESL Coordinator.

4. At the end of orientation, parents are provided with a Program Selection Form in their native language. Each parent selects a program

for his/her child. If the form is not returned or a parent does not choose a program, the default program is Transitional Bilingual Education. Any documents that need to be translated to another language are outsourced. If the document is one page or less it is then submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate the documents for the school at a fee. A percentage of the school budget is allocated for this purpose. Bilingual teachers, the parent coordinator Ms. Sherron, and other building support staff provide translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish and Haitian-Creole translation, teachers provide other translations. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.

5. After reviewing the Program Selection forms, the trend in program choices that parents have requested is consistently Freestanding ESL. According to data for 2010-11, with 20 new admits and 2011-12, 7 new admits thus far, our parents have consistently selected freestanding ESL.

6. According to the choices made by parents on the Program Selection Forms, the program model offered at our school, Freestanding ESL, is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														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	69	Newcomers (ELLs	45
		Special Education	14

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	17

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	45	1	1	6	0	1	18	0	12	69
Total	45	1	1	6	0	1	18	0	12	69

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

### C. Home Language Breakdown and ELL Programs

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

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

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							11	10	9					30
Chinese														0
Russian														0
Bengali									3					3
Urdu							1		4					5
Arabic							2		1					3
Haitian							11	7	3					21
French							1	1						2
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other							1	2	2					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>20</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>69</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 content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. Intermediate School 109Q has three pull-out programs for our beginning, intermediate (360 minutes per week) and advanced students (180 minutes per week). All programs are taught by fully licensed ESL teachers, Ms. Rothburd, Ms. Sanz, Ms. Charles-Pierre and Ms. Cuascut, and uphold the requirements of the NYS Standards. Through school and regional staff development meetings our staff correlates instruction between the ESL and content area teachers. ESL students are grouped as beginners, intermediate, and advanced students based on their scores on the LAB-R and the NYSESLAT.

2. Our beginning and intermediate level students receive 360 minutes of services per week and our advanced students receive 180 minutes of ESL services per week. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the second language learners. The ESL teacher works in collaboration with the content area teachers to align their instruction according to the content area pacing calendars. All content area instruction is delivered in English.

3. The content area teachers of English Language Learner students utilize a variety of instructional approaches to support students' understanding of vocabulary. Classroom libraries are used to support the ELL students in the content area classrooms. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the English Language Learners. Native language texts are available in the bilingual libraries of the ESL classroom in order to support students learning in their native language. ESL students are provided with content area glossaries to support their understanding of content

## A. Programming and Scheduling Information

vocabulary. The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a minilesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through author and genre studies. The beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. ESL teachers also use the content area curriculum pacing guides to support their instructional unit planning.

4. In order to ensure that students are evaluated appropriately in their native language the ESL Coordinator, Ms. Rothburd, along with the ESL teachers, Ms. Sanz, Ms. Charles-Pierre and Ms. Cuascut, review the home language surveys and administer the LAB-R or Spanish LAB-R examination based on the availability from the Department of Education. The ESL coordinator works with the Testing Coordinator, Ms. Jones, to order exams in the students home language, if available.

5. Classroom instruction will implement authentic reading, writing, listening and speaking activities, in order to prepare the students for the NYSESLAT exam. Students will also be immersed in writing across genres: poetry, narratives, persuasive, etc. In addition, a portfolio will be compiled for each child. The ESL teachers' goal is to individually personalize the instruction to meet the needs of each student. The Extended Day School Program for Beginners, Intermediate and Advanced ESL students takes place from 2:08 P.M. to 2:57 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We further differentiate instruction by scaffolding and making interdisciplinary connections, which are consistent with content standards, using data which helps in planning for the different learning styles and targeting a group of students on levels one and two for math and ELA. Our classrooms reflect a strong collaborative approach in reaching students' goals.

### SIFE Plan for Instruction

SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency. In addition, the ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English. All SIFE students receive the necessary help via our free standing ESL program. The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech, visuals and analyzing reading material to make it easier to comprehend.

### Instructional Plan for Newcomers

ELLs in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ESL program, as well as guiding ELLs in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the ELLs to get the instruction they need to help them succeed. IS 109 also has a 'Newcomer' program that is designed for recent immigrants who have little or no English proficiency. The program is offered in the morning for a twenty week timeframe for one hour a day. The Newcomer program focuses on Intensive English development and literacy instruction and Intensive Vocabulary development.

The before school program services 13 students in grades 6-8. The program runs from October to May and is offered Monday-Thursday from 7:00am-8:00am from October 2009 to May 2010, a total of 30 weeks. The program instructor, Ms. Sanz, is a certified ESL Teacher who provides instruction in English. The purpose of the before school program is to help our students work individually and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking, reading and writing skills. The twelve step reading strategies are taught to promote different levels of thinking (Blooms Taxonomy) through ESL textbooks and various leveled libraries which give our students choices to express their literacy style. From the simple to the complex, students gain the confidence to share their ideas and opinions in English.

### Instructional Plan for ELLs with 4-6 years

Ells receiving services for four to six years receive ESL instruction according to their levels on the NYSESLAT and ELL periodic exams. The levels of the four modalities: listening, speaking, reading and writing are analyzed. According to the levels of Beginner, Intermediate, Advanced, or Proficient, students then receive the required necessary attention to help them achieve the skills they may still be lacking. The goal is to help ELLs achieve English Language proficiency in all modalities. Once the ELLs achieve proficiency, they test out of the

## A. Programming and Scheduling Information

ELL program and then receive transitional services.

Instructional Plan for ELLs with over 6 years

Long term ELLs are those ELLs that have completed six, full years of ESL servicing. These students receive extra attention in reading and writing skills. Having completed so many years in the program, they perform well in listening and speaking. Using the ELL periodic exams and NYSESLAT score, modalities that present challenges to students are those targeted for instruction. We additionally analyze if a learning disability is involved with an ELL child and work with the child using multi-sensory learning and techniques including instructional technology. At times, the second language is used to support concepts and language learning where feasible and necessary. The ELLs are encouraged to acquire English language skills and attain learning standards. The plan for long-term ELLs is to target literary areas that need improvement. Instruction is differentiated for all ELLs on the classroom and ESL teacher levels. Teachers drill down on specific needs and create student goals for ELLs centered on those needs. The plan for ELLs identified as having special needs is to consider those needs when planning lessons to teach them more effectively. Giving special education ELLs extra attention helps to increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

6. ELLs identified as having special needs require help in acquiring the English language. As with other ELLs, the assessment results of the ELL periodic exam, the NYSESLAT and LAB-R help to determine where special need ELLs require the most support. IEP goals additionally give insight into the needs of a Special Ed ELL. Between the information from the exams and the annual review/triennial testing for a special needs ELL, these students receive support for their learning disability and language acquisition. The Assistant Principal of Special Education, Ms. Williams, reviews student IEP's to ensure that they are receiving the correct services and placed in the appropriate program.

Lessons are modified accordingly. Teachers utilize the following, but not limited to, strategies in order to accelerate the language

### 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)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Class/Content Area	Language(s) of Instruction		Language(s) of
<b>B. Programming and Scheduling Information--Continued</b>			
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<p>Paste response to questions 8-17 here</p> <p>8.Targeted Interventions for ELLs</p> <p>Intervention available to our general population are also available to our ELL students. ESL students are able to apply to the Beacon afterschool program that takes place daily from 2:20 until 6:30 pm. The program offers academic tutoring in the content areas along with extra-curricular activities for students. In addition to the Beacon Program, students will be offered afterschool content support in ELA and Math. Our ELL's students are provided with before school and afterschool academic intervention by our ESL teachers, Ms. Sanz and Ms. Cuascut. Our morning program targets our new or beginning level ESL students. Our afterschool program is available to all ESL students regardless of their level. These before and afterschool sessions focus on content area support that is tailored to the needs of each student attending the sessions. The teachers focus on the four modalities, reading and writing and listening and speaking.</p> <p>9. Explanation of Transitional Support for ELLs Attaining Proficiency</p> <p>The plan for transitional support for those ELLs attaining proficiency is to continue providing supports to these students through AIS services with push in/pull out/afterschool/extended day services. These students are also provided with testing accomodation support for two years after achieving proficiency on the NYSESLAT.</p> <p>10. We are not considering any new programs for the upcoming school year.</p> <p>11. We are not discontinuing any programs or services.</p> <p>12. ELL students are afforded equal access to all school programs. Intervention programs that are available to our general population are also available to our ESL students ESL students are able to apply to th Beacon Afterschool Program that takes place daily form 2:20 until 6:30 pm. The program offers academic tutoring in the content areas along with many different extra-curricular activities for students.</p> <p>13. ELL's students are supported by a variety of instructional materials, including Visions for beginnners, intermediate and advanced students, Voices in Literature, classroom libraries that include text in English and native languages, bilingual dictionaries, and content glossaries. Each ESL classroom has two computers for student use and teacher instructional support. ESL students receive differentiated instruction in content area classes that is supported by Smarboards, document readers, and computer technology.</p> <p>14. Our four ESL teachers support ELL students in their native languages by providing students with content area glossaries that students can utilize while in their content area classess and on exams when applicable. Each ESL classroom contains a native language library that students are given access to daily in order to support their native lanuage.</p> <p>15. The required seVICES support and resources correspond to ELL's ages and grade levels based on staff ability and resources.</p> <p>16. Description of Activities to Assist Newly Enrolled ELLs Before the Beginning of the School Year</p> <p>For the students identified as ELLs enrolled prior to the beginning of the school year, we host an orientation meeting for parents and children. Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. Rarely do we have ELL children list noticed from programs.</p> <p>17. We offer Spanish as a language elective to all students, including ESL students.</p>			

## B. Programming and Scheduling Information--Continued

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15. The required services support and resources correspond to ELL's ages and grade levels based on staff ability and resources.

### 16. Description of Activities to Assist Newly Enrolled ELLs Before the Beginning of the School Year

For the students identified as ELLs enrolled prior to the beginning of the school year, we host an orientation meeting for parents and children. Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. Rarely do we have ELL children list noticed from programs.

17. We offer Spanish as a language elective to all students, including ESL students.

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

**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 N/A

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

**D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

1. Staff development is ongoing throughout the year. We are an Empowerment School, which allows staff to receive professional development sessions offered by the network, that set goals and guide curriculum. Support is provided to our school by Mildred Cordova and Randy Soderman, and ELL consultant. In addition to the support, the staff will participate in Q-TEL workshops and the Math protocol workshops. The ELL Coordinator provides professional development as well as modeling of best practices. The administrative team, guidance counselors, teachers, paraprofessionals, Speech therapists and SETSS teachers participate in content area professional development throughout the school year facilitated by department heads. Guidance Counselors attend a professional development that includes receiving up to date ELL's documentation from the state and all of the schools' documentation. They also have the opportunity for questions and answers with administration and the ELL's Coordinator, including best practices support.

The Administrative Team consisting of Mrs. Pate-Alexander, Principal and Assistant Principals Karleen Adam-Comrie, Kerry Williams, Lukia Naraine, Pauline Dorsaint and Linda Jones, provides a weekly PD series for teachers (ESL teachers and classroom teachers) after school once a month on Thursday from 2:08-2:57pm. The topics vary to allow teachers to select specific sessions based on individual needs.

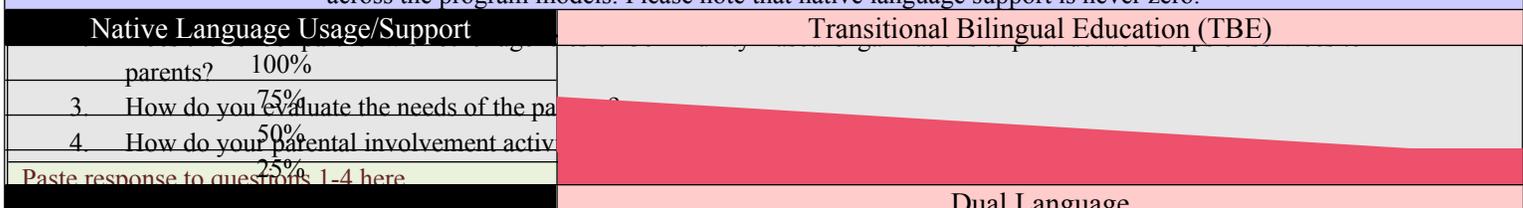
- Understanding the needs of the ELL's student- January 2010
- Building vocabulary skills for ELL's students-February 2010
- Enhancing comprehension skills of ELL's students-March 2010
- Understanding the ELL's promotion criterion -April 2010

2. The ELL Coordinator, Ms. Rothburd, works with individual teachers that teach the classes with a high concentration of ELL students to hone their craft by making accommodations to help ELL students. In addition, the four ESL teachers work with teachers by forming cluster groups, observations and debriefing sessions to help these teachers differentiate to make the content accessible to ELLs. Teachers are also provided with resources to support students as they prepare to transition to high school, ie How To Get Good Grades pamphlet.

3. Teachers are also given the opportunity to participate in PDs offered by the DOE provided through OELL. They are then encouraged to turn-key information in department meetings and/or grade level meetings, whichever is more appropriate. Certificates of attendance and or copies of meetings attended by staff are placed in the appropriate personnel file.

**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.



## E. Parental Involvement

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

Paste response to questions 1-4 here

1. To increase parent and community participation, the parent coordinator, Ms. Sherron will schedule ELL parent workshops. ELL agencies will be contacted and invited to provide workshops to bring awareness to the parents of the many programs throughout NYC that can help them to become English proficient. They will also learn how to navigate themselves throughout the city and the public education system. The goal, as identified by our parent surveys, is for parents to be able to improve their knowledge of the NYC public school system, in order to support their children.

2. We have newly partnered with the Adult Learning Program in order to offer parent ESL classes at night. This program will be offered two nights per week. The ESL program provides English as a Second language (ESL) classes to parents and the community who speak foreign languages and want to learn or improve their English language speaking, listening, reading and writing skills.

3-4. The parent coordinator, Ms., SHerron, is the liaison between the main office and the ELL's coordinator, Ms. Rothburd. Her role includes providing parent workshops on a needs basis. She ensures that new parents view the orientation video. The parent coordinator, through informal conversations with parents and parent surveys, will identify the needs of parents and then advise the administrative team. These informal conversations and surveys will guide our choices for parent workshops that will be offered.

## 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.
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17. We offer Spanish as a language elective to all students, including ESL students.

into a disparity between listening/ speaking and reading/ writing proficiencies of students. This information helps us analyze instructional best practices, or lack thereof, more specifically why 44% of our ELLs are able to obtain proficiency in listening/speaking, while only 9% of these same ELLs students are proficient in reading/writing. The data also informs us that teachers are in need of professional development around the topic of teaching students how to read and write. We will reassess the materials that teachers utilize in the

## 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

## 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?
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Paste response to questions 1-5 here N/A

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Staff development is ongoing throughout the year. We are an Empowerment School, which allows staff to receive professional development sessions offered by the network, that set goals and guide curriculum. Support is provided to our school by Mildred Cordova and Randy Soderman, and ELL consultant. In addition to the support, the staff will participate in Q-TEL workshops and the Math protocol workshops. The ELL Coordinator provides professional development as well as modeling of best practices. The administrative team, guidance counselors, teachers, paraprofessionals, Speech therapists and SETSS teachers participate in content area professional development throughout the school year facilitated by department heads. Guidance Counselors attend a professional development that includes receiving up to date ELL's documentation from the state and all of the schools' documentation. They also have the opportunity for questions and answers with administration and the ELL's Coordinator, including best practices support.

The Administrative Team consisting of Mrs. Pate-Alexander, Principal and Assistant Principals Karleen Adam-Comrie, Kerry Williams, Lukia Naraine, Pauline Dorsaint and Linda Jones, provides a weekly PD series for teachers (ESL teachers and classroom teachers) after school once a month on Thursday from 2:08-2:57pm. The topics vary to allow teachers to select specific sessions based on individual needs.

- Understanding the needs of the ELL's student- January 2010
- Building vocabulary skills for ELL's students-February 2010
- Enhancing comprehension skills of ELL's students-March 2010
- Understanding the ELL's promotion criterion -April 2010

2. The ELL Coordinator, Ms. Rothburd, works with individual teachers that teach the classes with a high concentration of ELL students to hone their craft by making accommodations to help ELL students. In addition, the four ESL teachers work with teachers by forming cluster groups, observations and debriefing sessions to help these teachers differentiate to make the content accessible to ELLs. Teachers are also provided with resources to support students as they prepare to transition to high school, ie How To Get Good Grades pamphlet.

3. Teachers are also given the opportunity to participate in PDs offered by the DOE provided through OELL. They are then encouraged to turn-key information in department meetings and/or grade level meetings, whichever is more appropriate. Certificates of attendance and/or copies of meetings attended by staff are placed in the appropriate personnel file.

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## E. Parental Involvement

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

Paste response to questions 1-4 here

1. To increase parent and community participation, the parent coordinator, Ms. Sherron will schedule ELL parent workshops. ELL agencies will be contacted and invited to provide workshops to bring awareness to the parents of the many programs throughout NYC that can help them to become English proficient. They will also learn how to navigate themselves throughout the city and the public education system. The goal, as identified by our parent surveys, is for parents to be able to improve their knowledge of the NYC public school system, in order to support their children.

2. We have newly partnered with the Adult Learning Program in order to offer parent ESL classes at night. This program will be offered two nights per week. The ESL program provides English as a Second language (ESL) classes to parents and the community who speak foreign languages and want to learn or improve their English language speaking, listening, reading and writing skills.

3-4. The parent coordinator, Ms., SHerron, is the liason between the main office and the ELL's coordinator, Ms. Rothburd. Her role includes providing parent workshops on a needs basis. She ensures that new parents view the orientation video. The parent coordinator, through informal conversations with parents and parent surveys, will identify the needs of parents and then advise the administrative team. These informal conversations and surveys will guide our choices for parent workshops that will be offered.

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## 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)							7	2	5					14
Intermediate(I)							4	5	6					15
Advanced (A)							14	12	8					34
Total	0	0	0	0	0	0	25	19	19	0	0	0	0	63

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	1				
	I							1	3	5				
	A							16	10	18				
	P							8	10	21				
READING/ WRITING	B							2	3	1				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>							6	7	21				
	<b>A</b>							10	9	13				
	<b>P</b>							7	5	10				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	6	2	0	21
7	8	10	2	0	20
8	14	19	1	0	34
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	1		15		9		0		25
7	8		13		2		0		23
8	12		26		6		2		46
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

1-2. IS 109 utilizes the NYSESLAT Exam, DRA, and Acuity to assess the early literacy skills of ELLs students. The data provides insight into a disparity between listening/ speaking and reading/ writing proficiencies of students. This information helps us analyze instructional best practices, or lack thereof, more specifically why 44% of our ELLs are able to obtain proficiency in listening/speaking, while only 9% of these same ELLs students are proficient in reading/writing. The data also informs us that teachers are in need of professional development around the topic of teaching students how to read and write. We will reassess the materials that teachers utilize in the

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Jean Nuzzi Intermediate School

**School DBN:** 29Q109

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miatheresa Pate-Alexander	Principal		
Lukia Naraine	Assistant Principal		
Arketa Sherron	Parent Coordinator		
Allyson Rothburd	ESL Teacher		
N/A	Parent		
Evelyn Sanz	Teacher/Subject Area		
Juliette Charles-Pierre	Teacher/Subject Area		
Bertah Cuascut	Coach		
N/A	Coach		
Monica Lowe\Paulette Goodison	Guidance Counselor		
Nancy Ramos	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 29Q109      **School Name:** Jean Nuzzi Intermediate School 109

**Cluster:** 5      **Network:** CFN533

**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.

1. The languages spoken by the parents are determined primarily in two ways. The way that all of the parents' languages are recorded each year is through emergency cards (blue cards). On this card parents document the languages with which they are most comfortable; both are written and spoken. These cards are printed in both Spanish and in English, and the language of the card that the parent receives is determined by asking the student which languages his or her parent would prefer. The second way that we collect the data of the parents' languages is by completing the Home Language Identification Survey (HLIS). Upon registration into the school, each family is administered the HLIS. This information is used to identify potential ELL students as well as to document the languages that are spoken in our students' homes. Because the home language of a great majority of the homes that do not speak English is Spanish, great efforts are taken to be sure to translate all documents into Spanish.

2. Any documents that need to be translated to another language are outsourced. If the document is one page or less it is then submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate the documents for the school at a fee. A percentage of the school budget is allocated for this purpose.

3. Bilingual teachers, the parent coordinator and other building support staff provide translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish and Haitian-Creole translation, teachers provide other translations. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.

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.

1. The majority of the non-English speaking parents are Spanish and Haitian Creole speakers. The other major language is Bengali. There are other languages that our families speak, but English, Spanish, and Bengali are the three main languages spoken by large groups of our families. These findings were shared with the parent coordinator and the principal so that accommodations could be made. Since many students at our school speak a language other than English at home (majority Spanish) translation is extremely important. This is articulated through the PTA, Parent Coordinator, and parent requests for translation. Written and oral communication is translated in a timely manner.

## **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.

- The school routinely provides all written material in English and in Spanish, which are the two overwhelming majority language groups in our school. In addition, in order to communicate specifically with our Bengali speaking families, we utilize the language skills of one of our Bengali speaking staff members as necessary in written communication with these parents. Because we have a high need for translation services, most written language assistance is provided by in house volunteers, such as bilingual teachers.
- Written translations are made by the multilingual school staff at per session rate. The DOE Translation and Interpretation Unit at 45- 18 Court Square-2nd floor, Long Island City, New York is also contacted to translate school documents being sent home to parents who speak other languages. We provide enrollment packages in the covered languages for parents, including lunch forms, Chancellors Regulations, etc.

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

- Oral translations are made by the multilingual school staff on a voluntary basis. We also use the "Language Card"- when trying to communicate with a Non-English speaking parent. We present them with the Language Card. We motion for the parent to point to their native language. Next, 718-752-7373 ext. 4 is called for an interpreter. The situation is explained to the interpreter and the parent is given the telephone receiver to receive the message in their native language.

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>.

- The school provides parents with information about the languages available for translation. The school sends home letters to parents in the primary language, Spanish, and in other languages upon request. All parents are provided a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services in their native languages.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Jean Nuzzi Intermediate School	DBN: 29Q109
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Intermediate School 109Q has three pull-out programs for our beginning, intermediate (360 minutes per week) and advanced students (180 minutes per week). All programs are taught by fully licensed ESL teachers and uphold the requirements of the NYS Standards. Through school and regional staff development meetings our staff correlates instruction between the ESL and content area teachers. In an effort to supplement the instruction and work at further closing the achievement gap we plan to provide a before and after school intensive program for ELLs students.

### Before- School Instructional Plan for Newcomers

ELLs in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ESL program, as well as guiding ELLs in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the ELLs to get the instruction they need to help them succeed. IS 109 also has a 'Newcomer' program that is designed for recent immigrants who have little or no English proficiency. The program is offered in the morning for a twenty week timeframe for 1 hour a day. The Newcomer program focuses on:

1. Intensive English development and literacy instruction
2. Intensive vocabulary development

The before school program services 13-20 students in grades 6-8. The program runs from October to May and is offered Monday-Thursday from 7:00am-8:00am from October 2011 to May 2012, a total of 30 weeks. The program instructor is a certified ESL Teacher who provides instruction in English. The purpose of the before school program is to help our students work individually and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking, reading and writing skills. The twelve step reading strategies are taught to promote different levels of thinking (Blooms Taxonomy) through ESL textbooks and various leveled libraries which give our students choices to express their literacy style. Additionally, during the morning program we utilize our newly adopted Rosetta Stone program which helps the students develop their command of the English Language. From the simple to the complex, they gain the confidence to share their ideas and opinions in English.

### After- School Instructional Plan for ELLs

After-School Instruction will implement for estimate 20-30 students authentic reading, writing, listening

## Part B: Direct Instruction Supplemental Program Information

and speaking activities, in order to prepare the students for the NYSESLAT exam. Students will also be immersed in writing across genres: poetry, narratives, persuasive, etc. In addition, a portfolio will be compiled for each child. The ESL teachers' goal is to individually personalize the instruction to meet the needs of each student. The After-School Program for Beginners, Intermediate and Advanced ESL students take place from 2:57 P.M. to 4:30 P.M. Monday-Thursday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We further differentiate instruction by scaffolding and making interdisciplinary connections, which are consistent with content standards, using data which helps in planning for the different learning styles and targeting a group of students on levels one and two for math and ELA. Our classrooms reflect a strong collaborative approach in reaching students' goals. [REDACTED]

## Part C: Professional Development

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

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

Begin description here: Staff development is ongoing throughout the year. We are a part of CEI-PEA, which allows staff to receive professional development sessions offered by the network, that set goals and guide curriculum. In addition to the support, the staff will participate in Q-TEL workshops, In-house Mentoring by Randy Soderman, a consultant for CEI-PEA -ELL's Specialist and the Math protocol workshops. The ELL Coordinator provides professional development as well as modeling of best practices. All staff members also participate in content area professional development throughout the school year facilitated by department heads.

The Administrative Team provides a weekly PD series for teachers (ESL teachers and classroom teachers) after school once a month on Thursday from 2:20-2:57pm. The topics vary to allow teachers to select specific sessions based on individual needs.

- Understanding the needs of the ELL's student- January 2011
- Building vocabulary skills for ELL's students-February 2011
- Enhancing comprehension skills of ELL's students-March 2011
- Understanding the ELL's promotion criterion -April 2011

The ELL Coordinator and ELLs teachers work with individual non- ELLs teachers that teach the classes with a high concentration of ELL students to hone their craft by making accommodations to help ELL students. In addition, the four ESL teachers work with teachers by forming cluster groups, observations and debriefing sessions to help these teachers differentiate to make the content assessable to ELLs. Teachers are also provided with resources to support students as they prepare to transition to high

### Part C: Professional Development

school, ie How To Get Good Grades pamphlet.

Teachers conduct school site visit at more advanced ESL -programed schools. Teachers are also given the opportunity to participate in PDs offered by the DOE provided through BETAC and OELL. They are then encouraged to turn-key information in department meetings and/or grade level meetings, whichever is more appropriate.

### Part D: Parental Engagement Activities

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

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

Begin description here: To increase parent and community participation, ELL parent workshops will be held. ELL agencies will be contacted and invited to provide workshops to bring awareness to the parents of the many programs throughout NYC that can help them to become English proficient. They will also learn how to navigate themselves throughout the city and the public education system. The goal, as identified by our parent surveys, is for parents to be able to improve their knowledge of the NYC public school system, in order to support their children.

We have newly partnered with the Goodwill, Inc (Beacon) in order to offer a greater support to our parents.

- Understanding the High School Selection Progress- October 2011 (7-8pm)
- Building vocabulary skills for ELL's students at Home-February 2011 (7-8pm)
- Enhancing comprehension skills of ELL's students at Home-March 2011 (7-8pm)
- Understanding the ELL's promotion criterion -April 2011 (7-8pm)

All activity notifications will be translation using the NYC DOE Translation Department, Teacher Translators, and our SchoolMessenger system that auto translates in student home language.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$

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