



**Department of
Education**

Dennis M. Walcott, Chancellor



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

PS/IS 113Q ISAAC CHAUNCEY SCHOOL

24Q113

**ANTHONY J. PRANZO
APRANZO@SCHOOLS.NYC.GOV
MADELENE TAUB-CHAN**

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
Anthony J. Pranzo	*Principal	
Patricia Groves	*UFT Chapter Leader	
Roseann Scaturro	*PA/PTA President	
Lori Cherkes	DC 37 Representative,	
Frank Biondo	UFT Member / Chairperson	
Jomarie Henry	UFT Members	
Kathleen Smith	UFT Member	
Antoinette Bonilla	Parent Member	
Sofija Aponte	Title I Parent Representative	
Vivian Lopez	Parent Member	
Michelle O’Hanlon	Parent Member	
Josephine Fawcett	Parent Member	

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. By June 2012, we will strengthen student work in grades K-8 by implementing more rigorous tasks in the area of ELA as defined by the requirements of the CCLS. With this goal, we expect to increase the number of students who achieve at least one year of progress by 3% as measured by our Data Management System In-house Final Exam.

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 review of current data (NYS 2010-2011 ELA Exam) indicates that 73% of our students scored at Levels 3&4 (grade 4 -83%, grade 5- 73%, grade 6 - 65%, grade 7 – 87%, grade 8- 75%. However, a review of the 2010-2011 Progress Report indicates that there has been a downward trend in the yearly progress of our students.

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.

All staff members will receive DOE professional development in the Common Core Learning Standards.

Common planning periods will be scheduled in order to provide the teacher teams with the time needed to:

- develop more complex, in depth , rigorous tasks
- evaluate the results of student work using periodic assessments (In-house Assessment Exams)
- utilize best teacher practices in order to better meet the needs of all their students

Funds and scheduling adjustments will be provided to enable the teacher teams to meet twice a week. Professional development, supported by our network and our school based ELA professional developer, will be provided as a guide and support for our teacher teams to achieve this goal.

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.
- PS/IS 113Q, in compliance with Title I mandates, has implemented a parent involvement policy strengthening the link between school and home. The Title I Parent Committee reviewed last year's workshops and created a survey for the current year, based upon the needs and wants of the parents. The committee met with the principal to discuss results, priorities and scheduling. According to the survey, the most requested workshop topics include: NYS Math and ELA Test Overviews, Reading Comprehension Skills, Understanding ECLAS, The Importance of Reading Aloud to Your Child, Family Math Night, Family Science Night, Using the ARIS Parent Link and other Parenting Skills, Technology: Using safe websites at home.
- Parents serve on the School Leadership Team, which meets monthly, and communicate with other parents to keep them informed. Monthly PTA meetings are held on alternating evenings and mornings in order to accommodate parents' schedules.
- PS/IS 113 always receives a large turnout at the Fall and Spring Parent Teacher Conferences (over 90% participation.)
- Our active PTA supports, financially and with their participation, many activities at PS/IS 113 including: A Multicultural Dance Festival, Assembly Programs, Glee Club Performances, Family Nights, kindergarten graduation, and special school trips.

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.
100% of our core classes are taught by "highly qualified" teachers (NCLB/SED definition). Over 90% of our highly qualified staff has more than 3 years experience. PS/IS 113Q is categorized as a low need school. Our school consistently meets our state and city goals. We always attract more highly qualified applicants than positions available at our school. Ongoing differentiated and customized professional development is available for all staff to meet the needs of individual teachers. Network support personnel offer school based workshops on the new CCLS, on using technology to access curriculum maps for units of study in ELA and other topics as requested. Our school based professional developer provides guidance and support for teachers.

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.
PS/IS 113Q offers a variety of programs to enhance the implementation of our goals. These include:
 - Bully prevention programs such as Bullying and Internet Safety (NYC NYPD Community Affairs), Respect for All Week and other important awareness programs.
 - Kids Safe Walk This Way (a hands on program about safety issues from the LIJ Dept of Public Health)

- CHAMPS sports programs (Flag Football, volleyball , yoga)
- CASA grant (bringing live theater to our students)
- Before school ELA and Math tutoring programs
- Instrumental music program
- Drama instruction

These programs are available to all students (including special education and ELL students).

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.

School based professional developer will be funded by Title I.

Professional Development – Title I

Common Planning (Teacher Teams) – TL FSF

Parent Involvement – Title I

Parent Coordinator TL Parent Coordinator

Student Drama and Music Programs TL FSF (Project Arts)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012, we will strengthen student work in grades K-8 by implementing more rigorous tasks in the area of Math as defined by the requirements of the CCLS. With this goal, we expect to increase the number of students who achieve at least one year of progress by 3% as measured by our Data Management System In-house Final Exam

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 review of current data (NYS 2010-2011 Math Exam) indicates that 84% of our students scored at Levels 3 & 4 (grade 4 89%, grade 5 89%, grade 6 84%, grade 7 83%, grade 8 77%). While a review of the 2010-2011 Progress Report indicates an improvement in the yearly progress of our students, we realize that we need to further elevate our level of achievement.

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.

We will implement a new math program (Go Math) into our instructional program. We will update our math curriculum maps. We will create additional activities with increased “struggle time” in order to provide students with more complex, in depth, rigorous tasks utilizing higher order thinking skills and independent work ethics.

Common planning periods will be scheduled in order to provide the teacher teams with the time needed to:

- integrate the “Go Math” program into our daily instructional program
- evaluate the results of student work using periodic assessment (In-house Assessment Exams).
- monitor and adjust their planning
- utilize best teacher practices in order to better meet the needs of all their students

Funds and scheduling adjustments will be provided to enable the teacher teams to meet twice a week. Professional development, provided by our network, our school based math enrichment specialist and Go Math facilitators.

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.
- PS/IS 113Q, in compliance with Title I mandates, has implemented a parent involvement policy strengthening the link between school and home. The Title I Parent Committee reviewed last year's workshops and created a survey for the current year, based upon the needs and wants of the parents. The committee met with the principal to discuss results, priorities and scheduling. According to the survey, the most requested workshop topics include: NYS Math and ELA Test Overviews, Reading Comprehension Skills, Understanding ECLAS, The Importance of Reading Aloud to Your Child, Family Math Night, Family Science Night, Using the ARIS Parent Link and other Parenting Skills, Technology: Using safe websites at home.
- Parents serve on the School Leadership Team, which meets monthly, and communicate with other parents to keep them informed. Monthly PTA meetings are held on alternating evenings and mornings in order to accommodate parents' schedules.
- PS/IS 113 always receives a large turnout at the Fall and Spring Parent Teacher Conferences (over 90% participation.)
- Our active PTA supports, financially and with their participation, many activities at PS/IS 113 including: A Multicultural Dance Festival, Assembly Programs, Glee Club Performances, Family Nights, kindergarten graduation, and special school trips

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.
100% of our core classes are taught by "highly qualified" teachers (NCLB/SED definition). Over 90% of our highly qualified staff has more than 3 years experience. PS/IS 113Q is categorized as a low need school. Our school consistently meets our state and city goals. We always attract more highly qualified applicants than positions available at our school. Ongoing and differentiated professional development is available for all staff to meet the needs of individual teachers. Network support personnel offer school based workshops on the new CCLS, on using technology to access curriculum maps for units of study in ELA and other topics as requested. Our school based professional developer provides guidance and support for teachers.

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.
PS/IS 113Q offers a variety of programs to enhance the implementation of our goals.
These include:
 - Bully prevention programs such as Bullying and Internet Safety (NYC NYPD Community Affairs), Respect for All Week and other important awareness programs.

- Kids Safe Walk This Way (a hands on program about safety issues from the LIJ Dept of Public Health)
- CHAMPS sports programs (Flag Football, volleyball , yoga)
- CASA grant (bringing live theater to our students)
- Before school ELA and Math tutoring programs
- Instrumental music program
- Drama instruction

These programs are available to all students (including special education and ELL students).

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.

Math Enrichment Specialist – TL FSF, School Support Supplement

Go Math Program - NYSTL

Common Planning (Teacher Teams) – TL FSF

Parent Involvement – Title I

Parent Coordinator - TL Parent Coordinator

Student Drama and Music Programs - TL FSF (Project Arts)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012, our goal is to provide a technology based AIS program to students identified as Level 1 or Level 2 by the NYS ELA Exam in order to ensure that they increase their growth percentile by 3%.

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. Target population was identified from the results of the 2011 NYS ELA Exam. A review of current data reveals that Level 1 and Level 2 students need more targeted intervention.

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.

Utilizing small groups and a research based technology program will enable them to achieve progress. Extended Day Tutorial Program will provide the necessary instruction from September 2011 to June 2012 .We are introducing the Study Island Program. This is a research based, step-by-step program. Each section has a pretest and posttest that provide a diagnostic assessment to form learning paths. The program contains lessons that address specific skills required in order to master the NYS learning standards. Ongoing professional development will be provided to teachers to support the implementation of this program.

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.
- PS/IS 113Q, in compliance with Title I mandates, has implemented a parent involvement policy strengthening the link between school and home. The Title I Parent Committee reviewed last year's workshops and created a survey for the current year, based upon the needs and wants of the parents. The committee met with the principal to discuss results, priorities and scheduling. According to the survey, the most requested workshop topics include: NYS Math and ELA Test Overviews, Reading Comprehension Skills,

Understanding ECLAS, The Importance of Reading Aloud to Your Child, Family Math Night, Family Science Night, Using the ARIS Parent Link and other Parenting Skills, Technology: Using safe websites at home.

- Parents serve on the School Leadership Team, which meets monthly, and communicate with other parents to keep them informed. Monthly PTA meetings are held on alternating evenings and mornings in order to accommodate parents' schedules.
- PS/IS 113 always receives a large turnout at the Fall and Spring Parent Teacher Conferences (over 90% participation.)
- Our active PTA supports, financially and with their participation, many activities at PS/IS 113 including: A Multicultural Dance Festival, Assembly Programs, Glee Club Performances, Family Nights, kindergarten graduation, and special school trips.

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.
100% of our core classes are taught by "highly qualified" teachers (NCLB/SED definition). Over 90% of our highly qualified staff has more than 3 years experience. PS/IS 113Q is categorized as a low need school. Our school consistently meets our state and city goals. We always attract more highly qualified applicants than positions available at our school. Ongoing and differentiated professional development is available for all staff to meet the needs of individual teachers. Network support personnel offer school based workshops on the new CCLS, on using technology to access curriculum maps for units of study in ELA and other topics as requested. Our school based professional developer provides guidance and support for teachers.

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.

PS/IS 113Q offers a variety of programs to enhance the implementation of our goals.

These include:

- Bully prevention programs such as Bullying and Internet Safety (NYC NYPD Community Affairs), Respect for All Week and other important awareness programs.
- Kids Safe Walk This Way (a hands on program about safety issues from the LIJ Dept of Public Health)
- CHAMPS sports programs (Flag Football, volleyball , yoga)
- CASA grant (bringing live theater to our students)
- Before school ELA and Math tutoring programs
- Instrumental music program
- Drama instruction

These programs are available to all students (including special education and ELL students).

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.

Extended Day Tutorial Program – TL FSF

Study Island - NYSTL

Parent Involvement – Title I

Parent Coordinator TL Parent Coordinator

Student Drama and Music Programs TL FSF (Project Arts)

Early Morning Academic Intervention Program – TL FSF

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, our goal is to strengthen teacher performance by utilizing classroom observations and feedback using a rubric as a guide for implementing best teacher practices. With this goal, we expect to increase the number of students who achieve at least one year of progress by 3% as measured by our Data Management System In-house Final Exam.

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 review of current data (Progress Report) indicates that there has been a downward trend in the yearly progress of our students. This informs us that there is a need to articulate clear expectations for teacher practices which are aligned to the CCLS.

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.

A rubric for teacher practice which is aligned to the CCLS will be developed in consultation with each teacher team. Supervisory staff will conduct observations and provide specific feedback based upon the school wide rubric. Teacher teams will be provided with the opportunity to utilize the feedback offered. Teacher teams will monitor and adjust their practices based upon the specific feedback provided to individual teachers or to groups of teachers. In order to elevate the quality of supervisory observations and to enhance the quality of the feedback, an additional assistant principal was budgeted for as of October 2011.

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.
- PS/IS 113Q, in compliance with Title I mandates, has implemented a parent involvement policy strengthening the link between school and home. The Title I Parent Committee reviewed last year's workshops and created a survey for the current year, based upon the needs and wants of the parents. The committee met with the principal to discuss results, priorities and scheduling. According to the

survey, the most requested workshop topics include: NYS Math and ELA Test Overviews, Reading Comprehension Skills, Understanding ECLAS, The Importance of Reading Aloud to Your Child, Family Math Night, Family Science Night, Using the ARIS Parent Link and other Parenting Skills, Technology: Using safe websites at home.

- Parents serve on the School Leadership Team which meets monthly and communicates with other parents to keep them informed. Monthly PTA meetings are held on alternating evenings and mornings in order to accommodate parents' schedules.
- PS/IS 113 always receives a large turnout at the Fall and Spring Parent Teacher Conferences (over 90% participation.)
- Our active PTA supports, financially and with their participation, many activities at PS/IS 113 including: A Multicultural Dance Festival, Assembly Programs, Glee Club Performances, Family Nights, kindergarten graduation and special school trips

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.
100% of our core classes are taught by "highly qualified" teachers (NCLB/SED definition). Over 90% of our highly qualified staff has more than 3 years experience. PS/IS 113Q is categorized as a low need school. Our school consistently meets our state and city goals. We always attract more highly qualified applicants than positions available at our school. Ongoing and differentiated professional development is available for all staff to meet the needs of individual teachers. Network support personnel offer school based workshops on the new CCLS, on using technology to access curriculum maps for units of study in ELA and other topics as requested. Our school based professional developer provides guidance and support for teachers.

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.

PS/IS 113Q offers a variety of programs to enhance the implementation of our goals.

These include:

- Bully prevention programs such as Bullying and Internet Safety (NYC NYPD Community Affairs), Respect for All Week and other important awareness programs.
- Kids Safe Walk This Way (a hands on program about safety issues from the LIJ Dept of Public Health)
- CHAMPS sports programs (Flag Football, volleyball , yoga)
- CASA grant (bringing live theater to our students)
- Before school ELA and Math tutoring programs
- Instrumental music program
- Drama instruction
- These programs are available to all students (including special education and ELL students).

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.

Assistant Principal – TL FSF

Common Planning (Teacher Teams) – TL FSF

Parent Involvement – Title I

Parent Coordinator TL Parent Coordinator

Student Drama and Music Programs TL FSF (Project Arts)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	25	5	N/A	N/A	2	0	0	0
2	50	2	N/A	N/A	1	0	0	0
3	31	1	N/A	N/A	0	0	0	0
4	29	7	0	0	2	0	0	0
5	30	4	2	0	3	0	0	0
6	40	0	0	0	11	0	0	0
7	6	10	0	0	1	0	0	0
8	13	23	0	0	0	0	0	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Classroom teachers provide AIS during the instructional school day. Additional AIS is provided to small groups during the Extended Day Tutorial Program for grades 1-6. Study Island, a technology based program, is being implemented in grades 4-6. A teacher trained in Foundation (K-2) works with identified students during the school day. A SETTS teacher also works with targeted students in close conjunction with classroom teachers. Grades 7 & 8 students receive AIS at the Early Morning ELA Program.
Mathematics	AIS is provided during the Extended Day Tutorial Program. A SETTS teacher provides additional assistance with targeted students in close conjunction with classroom teachers. Grades 7 & 8 students receive AIS at the Early Morning Math Program.
Science	AIS services in science during the school day by the classroom teachers utilizing nonfiction reading in the content area.
Social Studies	Individual AIS services are not provided in social studies.
At-risk Services provided by the Guidance Counselor	AIS students are seen in small groups and individually for counseling.
At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	n/a

At-risk Health-related Services	Our school nurse provides one on one assistance, depending on health related issues, to targeted students as needed.
--	--

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 Charles Amundsen	District 24	Borough Queens	School Number 113
School Name Isaac Chauncey			

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

Principal Anthony Pranzo	Assistant Principal Alejandro Megias
Coach Susan Ovidia	Coach
ESL Teacher Benito Maala	Guidance Counselor Laura Boyd
Teacher/Subject Area Maria Sangirardi/Grade 3 Tchr	Parent Roseann Scaturro
Teacher/Subject Area	Parent Coordinator Lynn Pope
Related Service Provider Kimberlee Bauman/Corr. Speech	Other
Network Leader Peggy Miller	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	937	Total Number of ELLs	12	ELLs as share of total student population (%)	1.28%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

1. When a child, new to the NYC school system is enrolled, an HLIS form is given to the parents to determine the language spoken at home. Mr. Benito Maala, a certified ESL teacher assists with the completion of this form and conducts an oral interview with the parents and child in English and in their native language. We contact the Translation and Interpretation Unit to provide translation services for this interview if none are available at the school. If it is determined that the child speaks a little or no English, then he/she is tested with the LAB-R. This is the child's Initial Assessment in the ELL identification process. If a Spanish speaking child fails the LAB-R, the Spanish LAB is administered by a certified teacher trained in the Spanish LAB. This is done to find out the child's language dominance. A child scoring at the Beginning Level, Intermediate Level, or Advanced Level in the LAB-R is qualified as an ELL. The frequency and amount of instructional time a student spends in the program depends on his /her proficiency level and is aligned with the NYS mandated requirement. In the Spring, ELL students take the NYSESLAT to measure their proficiency. A student reaching proficiency level exits the program. However, he/she will be given transitional support for two years following his/her passing of the NYSESLAT. Students who don't show sufficient progress continue in the ESL program. In New York State, ELLs receive state funded ESL/Bilingual services for up to three years or more by completing a Request for Extension of Services.

2. At PS 113Q, we adhere to guidelines to ensure that parents and guardians understand all three programs for ELLs. In September of each school year, parents and guardians of new ELLs are invited to attend an ESL orientation program. At this meeting, parents view a video about the different ELL programs offered by the Department of Education. The different ELL programs are: Transitional Bilingual Education Program, Freestanding ESL Program and Dual Language Program. The video is viewed in the the parents' home language. After viewing the video, we discuss the programs' similarities and differences as well as the manner in which each is conducted. We also discuss our ESL instructional program as well as our instructional programs. We address parents' concerns to clarify issues about the ESL program. Contact with parents and information is provided within ten days of enrollment throughout the year to any newcomers through phone calls and or one-on-one meetings. Parents are informed that continuity in any program choice leads to more success for students.

3. When all parents understand the different components, Program Selection Forms, Parent Surveys and Entitlement Letters are distributed and completed at the Orientation meeting, so parents can choose the appropriate program for their children. Parents who cannot attend the Orientation Meeting receive the forms from their children or by mail. Calls and/or written requests are made to ensure that all forms are returned. Completed entitlement letters, Parent Surveys, and Program Selection Forms are maintained on file by the ESL teacher. Parent choice results are also entered on the ATS system.

4. At PS/IS 113Q, we offer the Freestanding ESL program. All other options are explained to parents, using translators when necessary, to ensure understanding. Our small population of ELL students come from several different native language backgrounds. Consequently, the Freestanding ESL program best suits the needs of our students. Continued entitlement letters are sent home with children or given to parents if they come to a meeting within the first ten days of the school year. These letters are maintained by the ESL teacher.

5. ELL parents have always requested the Freestanding ESL program. In the year 2011-2012, ten parents of our (12) students selected the Freestanding ESL Program. One parent selected the Dual Language Program as a first choice. Another parent selected the Transitional Bilingual Education Program. Each parent was presented with the option of sending his/her child to another school offering

those programs. Each parent chose to keep his/her child at PS/IS 113 to participate in our ESL program. In the year 2010-2011 all parents of our (16)ELL students requested the Freestanding ESL program. In the 2009-2010 school year, all parents of our (21) ELL students requested the same program.

6. Our program is aligned with the choices that our ELL parents made. We will continue to monitor parents' requests and adjust our program if necessary. Should parents choose a different ELL program, we will accommodate them by recommending a school where such a program exists.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	12	Newcomers (ELLs	7
Special Education	3		

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	0	1	3	0	2	1	0		12
Total	8	0	1	3	0	2	1	0	0	12

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

C. Home Language Breakdown and ELL Programs

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

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	1		1	1	1						7
Chinese	1	1												2
Russian		1												1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						1

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													1
TOTAL	3	3	1	1	0	1	1	2	0	0	0	0	0	12

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?

1. a. At PS/IS 113Q, we utilize a pull out program model. Our small population of ELL students is represented in almost every grade and by several different languages. A pull out program best serves our students' needs. The ESL teacher and the classroom teacher work closely to plan curriculum alignment to ensure that all instruction meets the literacy and content area needs of our ELL students.
 - b. For ESL periods, our students are grouped heterogeneously by age/grade for instruction. We group students by different proficiency levels because we believe that children learn from their peers as well as from direct instruction.
2. a. A certified ESL teacher plans schedules with classroom teachers to ensure that students receive the mandated number of instructional minutes according to their proficiency levels. Beginning/Intermediate ELL students receive two periods of ESL instruction four times weekly to meet the requirement of 360 minutes per week. Our Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week.
3. The ESL teacher plans his lessons in the different content areas using English as the medium of instruction. Our students go through a rigorous standards based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials

A. Programming and Scheduling Information

including

the monthly units of Teachers College Reading and Writing Programs, manipulatives for math and science, computers, technology based programs (Rosetta Stone and Starfall) and leveled library books. We are beginning to implement the new Common Core Standards by utilizing more nonfiction text and creating more challenging independent tasks. Classroom teachers differentiate instruction for ELL students. Peer instruction and cooperative learning with other students helps facilitate the adjustment to English. Some content area materials are available in other languages. Where appropriate, ELL students are provided with translated versions of current curriculum materials in order to ease the transition to English (e.g. science curriculum materials are available in Spanish and provided to students when appropriate). The ESL teacher works closely with classroom teachers to integrate content area work with ESL instruction to make it more comprehensible.

4. Spanish speaking children who failed the LAB-R are tested with the Spanish LAB to determine their language dominance. Children who speak other languages bring their knowledge and skills from prior learnings to their ESL classes. Ideas, skills and knowledge are used for evaluation purposes. Native language serves as support for the child in the ESL class. The teacher can involve

a new child in class activities by allowing him to respond through drawing, reading, retelling in the native language.

5. a. N/A
- b. ELLs in the U.S. less than three years are targeted to attend Foundation classes, AIS, and/or the Extended School Day Program.
- c. For ELLs receiving service 4-6 years, classroom teachers and ESL teacher target lessons, skills and strategies to help prepare these students for state tests. In addition, the ESL teacher provides additional language skills practice to foster fluency and comfort in the English language.
- d. The ESL teacher identifies the special needs of these students and provides differentiated skill lessons. This is to bring success and raise the achievement level of these students.

6. Our educational materials correspond to our ELL students' ages and grade levels. Teachers use common planning to discuss content area texts which include just right books in both fiction and non-fiction genres. Teachers discuss skill strategies and best practices for all students including ELLs and SWDs. Some examples would be utilizing small group instruction, one-on-one instruction, and peer group work to enable ELL-SWDs to receive content area instruction that best meets their needs. ELL-SWDs are included in mini lessons to model the skill to demonstrate understanding. Technology based programs including Rosetta Stone, StarFall (gr K-3), LeapFrog, Study Island (gr 4-6) are utilized for direct instruction or supplemental learning. Teachers incorporate accountable talk in their instructional classroom activities. Teacher teams are developing rigorous tasks for more challenging and in depth classroom activities that include ELLs and SWDs.

7. Our school differentiates instruction to reach out to the diverse needs of our students, especially the ELLs and the SWDs. We provide our students with carefully planned next step activities that are rigorous. ELLs, SWDs and other children from mainstream classes are provided AIS help within the regular school day and during two fifty minute classes as part of our Extended School Days.

Courses Taught in Languages Other than English ⓘ

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

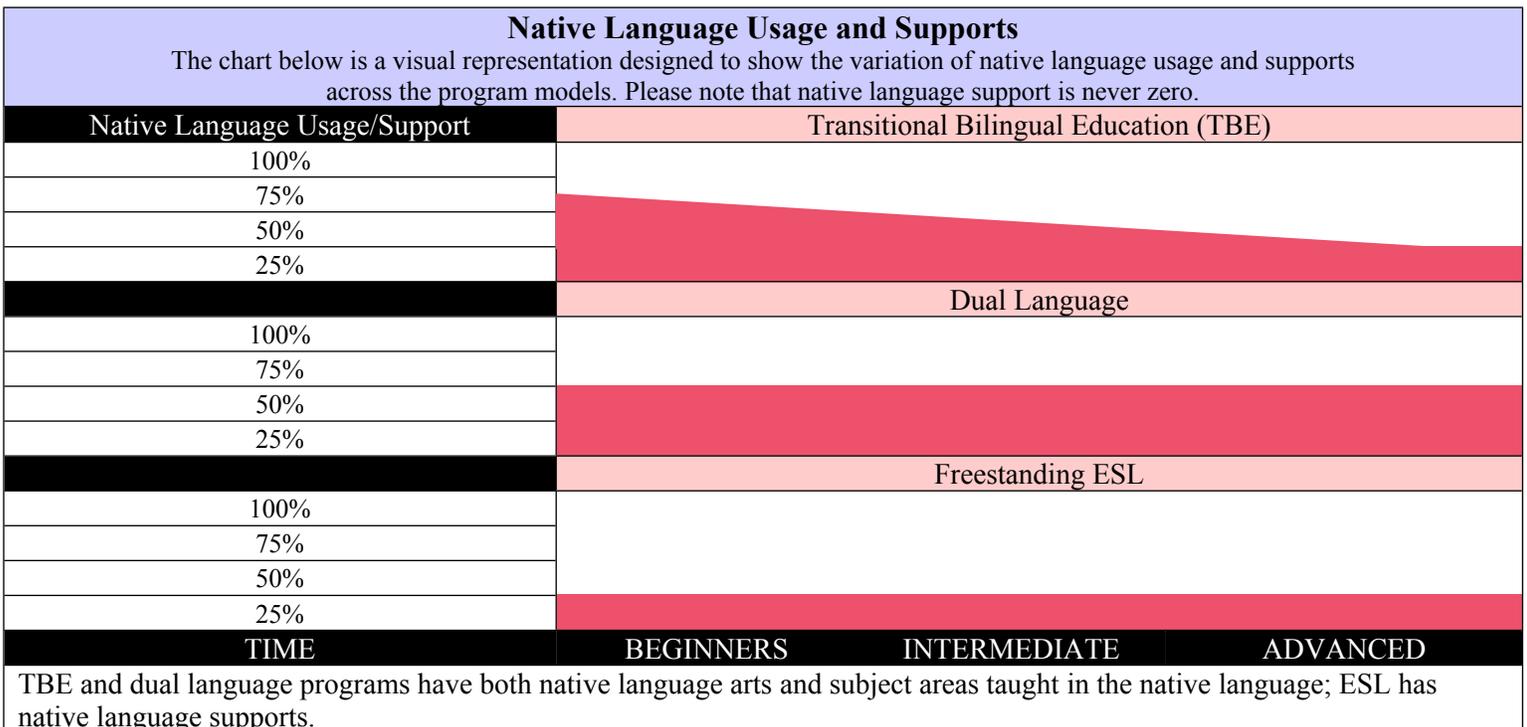
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

8. Targeted intervention services for ELL students include: Extended Day Program; Foundations (K-2); instructional programs such as Rosetta Stone and Starfall; Learning Leaders Program (trained parent volunteers) and technology based instruction. These programs are provided to any ELL student as needed. Need is determined by data from our In-house Assessment exams (ELA, Math, Science, and Social Studies), NYS ELA exams, NYS Math exams, the NYSESLAT, teacher observation and evaluation of student work. Instructions are in English.

9. Transitional support is extended to students for a period of two years after reaching proficiency on the NYSESLAT. These ELL students participate in the After School Extended Day Tutorial Program (gr 1-6) if data and teacher observations justify the need. Grades 7&8 students attend an Early Morning Intervention Program in ELA and Math, as determined by data accessed from NYS exams, In-house Assessments and classwork. Lessons are planned based on the students' current grade level. The ESL teacher is in continuous consultation with the classroom teacher to find out how the children can be better served.

10. All ELL services and programs will continue for the 2011-2012 school year.

11. N/A

12. Based on data, ELL students are placed in the After School Extended Tutorial Day Program (gr 1-6) as needed. Grades 7&8 students are eligible for the Early Morning Intervention Program, as needed. All ELLs are eligible to participate in all other school programs such as After School Sports Program (CHAMPS), Glee Club, Drama/Broadway program, class assembly programs and Kingergarten Monitor Program. Translations of the notifications for these programs is available to any family of an ELL student. The Parent Coordinator reaches out to all families, including families of ELL students. Supplemental services, including guidance, speech, OT and PT, are available to all students where needed. The Drama/Broadway program is funded by a CASA grant. The goal of this program is to enable all students to develop an appreciation of theater and to express themselves through drama. Sports program foster good sportsmanship, teamwork and improve fitness. ELL students are encouraged to participate in these activities.

13. Instructional materials used to support ELLs include: Rosetta Stone, Leap Frog, StarFall, Study Island (all computer based programs) as well as literature books, tapes/records, picture cards and read alouds. Content area materials are provided in English. Where available and appropriate, translated versions of curriculum materials are offered to students.

14. Native language support is provided in our program. Children read books, magazines, newspapers and comics in their native language. They retell the stories that they read in English. They translate words, phrases, sentences, and even stories from many genres from their native language into English. Bilingual dictionaries are available to assist students as well as native language library books.

15. Our educational materials correspond to our ELL students' ages and grade levels. Required services and support are tailored to an ELL student's age and grade level. The guidance counselor services small groups according to their age and grade. OT and PT services are provided one-to-one or in small groups by age or by grade level. Speech services are provided according to need within appropriate age and grade level.

16. We provide an Orientation Meeting for our newly enrolled ELLs and their parents. At this meeting, parents are given the school handbook, which is available in several languages, including Spanish, Russian and Chinese. This handbook informs them about school policies. Additional translation services are available if needed.

17. Children in Grade 6 and Grade 7 attend Spanish classes while Grade 8 classes attend Italian.

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?

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

resources, learning strategies and instructional guidelines to enhance the education of that student. We achieve this by collaborating with the ELL teacher, professional developer, other staff members and administration in a thorough and timely manner.

2. Since we are now a PS/IS school with 6th, 7th and 8th graders, we will ensure that all of our students will continue to receive the same services and support as always. We are preparing our current 8th grade students, including ELLs, for the transition to high school through meetings, workshops, fairs and other school events. The guidance counselor works closely with students on the high school application process. The parent coordinator reaches out to inform parents of fairs and events. The administration of PS/IS 113Q has consistently supported its staff by providing whatever resources are needed to accomplish its goals.

3. All staff are able to avail themselves of all professional development opportunities. This exceeds the requirement of 7.5 to 10 hours as mandated per Jose P. Topics can include: How Can I Get to Know My English Language Learners, How Do Cultural Differences Affect Teaching and Learning? How Can I Ease Newcomers Into the Routines of My Classroom? What Do You Know When You Know a Language? Learning a Second Language in School, The ELL and the New Common Core Standards. Attendance sheets and agendas are maintained to serve as a record of professional development.

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?

1. Parents are an integral part of our PS/IS113Q community. We have an active and involved PTA. ELL parents are encouraged to attend PTA meetings, volunteer for school functions and participate in school trips. Adult ESL classes are held once a week during the spring term. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent events.

2. N/A

3. We evaluate the needs of our parents through attendance at meetings, opinion surveys and questionnaires. The parent coordinator is always available to meet with parents to answer questions and determine their needs in a useful, thorough and timely manner.

4. Correspondence for parents is provided in different languages. The parent coordinator works closely with the ESL parents and teachers of ELL students to ensure that their concerns are heard and their needs met. ELL parents are provided with translated meeting agendas and handouts. Translation services are available during parent teacher conferences.

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)	4	2						1						7
Intermediate(I)						1								1
Advanced (A)		1	1		1		1							4
Total	4	3	1	0	1	1	1	1	0	0	0	0	0	12

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- 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

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.

PS/IS 113Q is a school with very small ELL population. All students are given the individual instruction they need to succeed. Activities are varied and engaging.

Part VI: LAP Assurances

School Name: PS/IS 113 Isaac Chauncey Schl

School DBN: 24Q113

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony J. Pranzo	Principal		
Alejandro Megias	Assistant Principal		
Lynn Pope	Parent Coordinator		
Benito Maala	ESL Teacher		
Roseann Scaturro	Parent		
Maria Sangirardi	Teacher/Subject Area		
	Teacher/Subject Area		
Susan Ovadia	Coach		
	Coach		
Laura Boyd	Guidance Counselor		
Peggy Miller	Network Leader		
Kimberlee Bauman	Other <u>Related Svces Prov.</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q113 **School Name:** PS/IS 113Q Isaac Chauncey School

Cluster: 2 **Network:** 207

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

Part A: Needs Assessment Findings

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

Parents are asked to fill out an HLIS survey form when they come in to register their children for the first time. This provides important information as to languages spoken at home. by parents and guardians. In addition, surveys are sent home to all families each September to enable us to collect information and assess our needs in planning for the upcoming school year. On these surveys, we request information about native languages as well as solicit comments from parents to help us in setting our goals and plans. The Parent Coordinator reaches out to families to inform them of translation services available.

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.

After all the information is reviewed, our school's needs and priorities are assembled. We have determined that we need to continue to provide written and oral translation services to parents to enable them to participate fully in their children's education. Translations are needed in the following languages: Spanish, Polish, and limited Chinese, Romanian, Russian and Albanian. Important information is shared in several ways. Notices are sent home in different languages, as families request. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

Part B: Strategies and Activities

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

PS/IS 113 will translate our Student Handbook into Spanish, Chinese and Russian. Translation services will be provided by the Department of Education Translation Services. Translated documents and notices provided by the Department of Education will be utilized when appropriate for our needs. Other documents will be translated by school and staff and /or parent volunteers on an "as needed basis".

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.

We have determined that we need to provide oral interpretation services to parents to enable them to participate fully in their children's education. Oral interpretations are needed mainly in the following languages: Spanish, Polish, and limited Romanian, Albanian, Russian and Chinese. Our parent coordinator is there to promote the availability of these services and to assist in obtaining them. Services are provided by our in-house staff of administrators, teachers, paraprofessionals and school aides who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops, one-on-one meetings and as needed. Utilizing per session hours when needed after or before the school day, a school aide or paraprofessional will be available to provide oral translation of conversations and /or documents. Translators will be available during Parent-Teacher Conferences to assist as needed. Teachers are informed and utilize these services. Additionally, school staff and parent volunteers will provide oral interpretation on an "as needed basis."

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>.

In accordance with the Chancellor's Regulations regarding parental notification, we strive to provide these services to our school family. In September, we distribute a Student Handbook which is available in several languages in addition to English including Spanish, Chinese, and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors. Translations are available. All important school documents including the CEP and School Safety Plan are shared with the School Leadership Team and the school community. Translation services are available, when necessary, to ensure that critical information is disseminated to all parents. We utilize the DOE translation services, where applicable, as well as our in-house staff. We will continue to adhere to all of the policies of the Chancellor's Regulations.