



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** DANIEL CARTER BEARD JUNIOR HIGH SCHOOL / J.H.S. 189Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q189

**PRINCIPAL:** CINDY DIAZ-BURGOS      **EMAIL:** CBURGOS3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLE DI MANGO

**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
CINDY DIAZ-BURGOS	*Principal or Designee	
DEBORAH ROSENBERG	*UFT Chapter Leader or Designee	
DAVID KIM	*PA/PTA President or Designated Co-President	
YOUNG SOON KIM	PA/PTA Co-President	
CHRISTINE COLLIGAN	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
HOWARD SAUERHOF	Member/Chairperson	
RITA PETOSA	Member/Assistant Principal	
YOUNG TAE LEE	Member/Parent	
JAYA PETAL	Member/Parent	
	Member/	
	Member/	
	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** Students will show progress in English Language Arts.

By June 2012, all students including LEP students will improve NYS ELA assessment by 2% as measured by NYS ELA assessment.

### **Comprehensive needs assessment**

- According to this year, our New York State Accountability Overview Report, our school is identified as Improvement Year 1 comprehensive for ELA. In our faculty conference, we conducted an item skills analysis examining our students' last year performance. We concluded that there is a need to increase our student reading repertoire and improve their comprehension and writing skills.

### **Instructional strategies/activities**

- Integrate reading and writing across content subjects using standardized rubrics.
- Have teachers reflect on item skill analysis and identify skills that they like to strengthen and submit their goals to principal.
- Conduct inter-class visitation to share instructional strategies.
- 25 book campaign.
- Encourage students reading in various genres.
- Conduct a school-wide poetry contest using information obtained from Poetry Unit.
- Encourage students to write an essay to accompany with their painting/portrait.
- Have teachers reflect on item skill analysis and identify students' strengths and weaknesses.

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

- Workshops and seminars are held for parents to learn reading skills in their native language and conduct a meaningful discourse with their own children.

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

Information obtained from the Quality Review and the School Report Card indicates longevity with regard to our pedagogical staff. Of the number of teachers on staff, 98% are certified and licensed, 78% have more than five years of teaching experience, and more than 85% hold a Masters Degree. One percent are first year teachers; 1% of the teachers have fewer than two years of teaching experience. Since we have a high retention rate of experienced instructors, there is continuity of instruction regarding teacher training and professional development.

- As a result, teachers will analyze student data and student work to determine areas of weakness and strength in planning instruction.
- Teachers will continue to develop, refine and utilize rubrics.
- Teachers will be provided with ongoing professional development in analyzing test data, developing rubrics to address students' needs aligned with the ELA standards.

### **Service and program coordination**

Flushing Town Hall, NYSSMA, Arts Connection, The Morgan Book Project and YMCA Beacon are some outside organizations that provide additional support in helping us to achieve the goal.

- The programs involving the arts support students' progress across content areas through various cultural experiences.
- The Morgan Book Project affords students an opportunity to develop research skills through the art and literacy,
- The Beacon Center provides after-school and weekend classes in homework assistance, ESL instruction, sports programs, as well as leadership development and youth counseling.
- The YMCA Beacon Program also provides computer classes for the adults in the community.

**Budget and resources alignment**

Administrators, Teachers, Materials, Tax levy, Title I and Title III funding, OTPS, and Sini Grant dollars.

## 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** Students will show progress in using evidence to support arguments.

To this end, by June of 2012 all of the students will use evidence to support arguments across the subject areas and grades and 50% of them will meet or exceed the common core standards as measured by the rubric.

### **Comprehensive needs assessment**

JHS 189's educational program has been designed to serve its varied population. There are thirty-one official classes (11 in grade 6; 10 in grade 7; 10 in grade 8), including six SPE classes, 6 special education classes (three 12:1:1 classes, three ICT classes) and seven classes designated for English Language Learners.

With a continued influx of students, primarily English Language Learners and students with disabilities, the results of the Standardized State Exams, indicate that many of our students who are English Language Learners and students with disabilities did not meet NYS student achievement standards.

Analyzing the data from nySTART and the progress report, as well as keeping aligned with State Core Standards, there is a need to have all students engaged in the use of evidence to support arguments across the subject areas and grades.

### **Instructional strategies/activities**

- The research based instructional strategies and activities that will be used will be based on the Danielson Model.
- Teachers will develop a Common Core-aligned unit of study that will incorporate opportunities for students to conduct research and use supporting evidence. Teachers will use data obtained from state exams and utilize performance-based assessments to view student work and plan lessons that provide students with skills and strategies to help them learn how to support a claim.
- Instructors will also develop rubrics to assess the use of evidence to support claims.
- Provide small group instruction and tutorial support utilizing the extended day, 2:25pm-3:15 pm, on Tuesdays and Thursdays.
- The timeline and implementation of this goal will be ongoing September 2011-June 2012.

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

Strategies to increase parental involvement to implement and achieve this goal will be provided at parent conferences and through monthly parent workshops conducted by the parent coordinator and other support staff. Periodic weekly meetings will also be conducted 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. Counselors will hold individualized meetings with parents and children regarding placement and academic progress.

- Teachers will provide written and verbal progress reports that will be given periodically to inform parents of his/her child's progress, (parent teacher conferences and interim progress reports).

- The parent coordinator and other support staff will provide parents/guardians with information and training that will be geared to help parents support the education of their children through monthly parent workshops.
- Counselors and team teachers will conduct Individualized meetings with parents regarding student progress and placement.

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

Information obtained from the Quality Review and the School Report Card indicates longevity with regard to our pedagogical staff. Of the number of teachers on staff, 98% are certified and licensed, 78% have more than five years of teaching experience, and more than 85% hold a Masters Degree. One percent are first year teachers; 1% of the teachers have fewer than two years of teaching experience. Since we have a high retention rate of experienced instructors, there is continuity of instruction regarding teacher training and professional development.

- As a result, teachers will analyze student data and student work to determine areas of weakness and strength in planning instruction.
- Teachers will continue to develop, refine and utilize rubrics.
- Teachers will be provided with ongoing professional development in analyzing data, developing rubrics to address students' needs aligned with the Common Core Standards; this will allow them to develop strategies to conduct research and use supporting evidence to support a claim.

**Service and program coordination**

Flushing Town Hall, NYSSMA, Arts Connection, The Morgan Book Project and YMCA Beacon are some outside organizations that provide additional support in helping us to achieve the goal.

- The programs involving the arts support students' progress across content areas through various cultural experiences.
- The Morgan Book Project affords students an opportunity to develop research skills through the art and literacy,
- The Beacon Center provides after-school and weekend classes in homework assistance, ESL instruction, sports programs, as well as leadership development and youth counseling.
- The YMCA Beacon Program also provides computer classes for the adults in the community.

**Budget and resources alignment**

Administrators, Teachers, Materials, Tax levy, Title I funding, and OTPS

### ANNUAL GOAL #3 AND ACTION PLAN

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

**Annual Goal #3** Improve teacher effectiveness by developing a shared understanding of instructional excellence.

To this end, by June 2012, teachers will improve effectiveness as evidenced by the use of the Danielson rubric to provide meaningful feedback through formal and informal observations.

#### **Comprehensive needs assessment**

- In an effort to improve student achievement, effective teaching should include clear expectations, appropriate lesson planning that includes questioning techniques that lead to thought provoking discussions and concrete assessments aligned to the common core standards.
- Informal and formal observations using selected components of the Danielson rubric will be use to provide meaningful feedback.
- The components of the rubric will be utilized to further promote instructional strategies and activities that are aligned with the State Common Core Standards that keep students engaged in the use of evidence to support arguments across the subject areas and grades; students will consequently meet or exceed the standards.

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

- Teachers will self-assess on selected components of the Danielson rubric and set individual goals
- The professional development committee will develop and implement a coherent professional development plan that integrates the selected components of the Danielson rubric.
- School leaders will set up and follow a schedule for teacher observation and feedback using the Danielson rubric.
- Teachers will attend professional development aligned to the core curriculum standards.
- The timeline and implementation of this goal will be ongoing September 2011-June 2012.

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

- Literature will be distributed to parents providing them with opportunities to meet with their child's teachers in order to learn about the progress of their child.
- The Parent Coordinator will support the staff in informing parents of upcoming events and monthly PTA meetings.

- Meetings will be coordinated and conducted between team teachers and parents based on students' needs.

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

- Individual professional development plans will be developed with delineated steps for progress and movement within the continuum.
- Teachers will be provided with written feedback through teacher observations.
- Results from the NYC School Survey will indicate 95% of the teachers agree that school leaders provide regular feedback about the effectiveness their teaching and its alignment with the Danielson model.

**Service and program coordination**

The YMCA Beacon has been instrumental with program coordination within our learning community, in addition to various arts organizations. Teachers have been provided with additional professional development and students, as well as their parents, have received additional support services such as homework help, test prep, and counseling.

**Budget and resources alignment**

Administrators, Teachers, Materials, Tax levy, Title I funding, and OTPS

## 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** Improve school-wide communications and community engagement.

By June 2012, the percentage of parental involvement will improve from 88% to 90% on the score for aggregate responses on the "Communications" section of the 2012 School Survey. Moreover, there will be a 5% increase to at least 95% of all teachers responding to the 2012 School Survey.

#### **Comprehensive needs assessment**

In an effort to improve student achievement, there is a need for greater communication amongst all constituencies. The parent's role as a vested partner is crucial in fostering student achievement.

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

Events will be designed to introduce parents to specific tasks, assignments, and activities students will be expected to complete during the year.

The parent coordinator and guidance staff will communicate regularly with parents of the lowest third performers for goal setting and to support their work at home.

- Second Cup of Coffee – Monthly informal meetings inviting parents/staff members will continue. Meetings will be held with the principal to discuss open agendas.
- Monthly Newsletter (Gazette) – Every month a newsletter will be generated with news to staff and parents regarding the latest information, school changes, new endeavors, future plans and upcoming events.
- Parent Day – Once a month, teachers will continue to designate a day when parents will be invited to visit with their child during a specific subject.
- Monthly Parent Workshops – Meetings will be held and coordinated by the Parent Coordinator for parents wherein specific items will be discussed such as projects, effective ways to communicate with their child, the use of the periodic assessments, promotion, etc.
- International Parent Day – Celebration of the diversity of the JHS 189Q community through food, fellowship and cultural exchange.

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

- Parent coordinator and other support staff will provide materials and training to help parents work with their children to improve their achievement level; e.g., literacy, math and the use of technology.
- Parents will be members of the School Leadership Team and the Parent Teacher Association.

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

- Parent communication will improve with the use of new technology and teacher use of I-Pads
- Parents of the lowest third of performers will convene to set up improvement goals for the school year with support staff and pedagogues.

**Service and program coordination**

- The YMCA Beacon has been instrumental within our learning community, in addition to various art organizations.
- The Parent Coordinator serves as a community liaison.

**Budget and resources alignment**

Administrators, Teachers, Materials, Tax levy, Title I funding, and OTPS

## 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** To provide extensive professional development in the area of differentiated instruction for ELL's and students with disabilities in all core subject areas.

To this end, by June 2012, 80% of teachers will attend and be trained in the use of differentiated instruction strategies in all core subject areas.

Strategies acquired will be employed in classroom instruction to address the needs of our diverse school population.

### **Comprehensive needs assessment**

Based on student achievement results, an increase in the student population and the diversity that exists within the school, teachers will need ongoing professional development to meet the needs of our students especially English Language Learners and students with disabilities.

### **Instructional strategies/activities**

- Teachers will be introduced to strategies through professional materials that focus on the English language learners and students with disabilities.
- ESL teachers and special education teachers will offer strategies to assist core subject teachers in meeting the needs of ELL's and students with disabilities.
- Teachers will plan lessons in their subject areas which scaffold instruction for ELL's and students with disabilities.
- Teachers will present lessons to their peers and critique each other.
- Monthly congruence forms will be developed and shared among core subject teachers, ESL specialists and special education specialists.
- The timeline and implementation of this goal will be ongoing September 2011-June 2012.

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

- The parent coordinator and other support staff, at monthly meetings, will provide parents/guardians with information and training that will be geared to help them understand the different types of assessments that support the education of their children.
- Parents will periodically attend meetings to ascertain the progress of their children as well as obtain additional resources from teachers' professional development experiences.
- Teachers will provide parents with information pertaining to student achievement including but not limited to periodic assessments, Uptown Education, Read-180, etc.

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

- Monthly congruence forms will be developed and shared among core subject teachers, ESL specialist and special education specialists.
- Select teachers will participate in professional development revolving around The Morgan Book project, NYSMA, Uptown Education, Arts Connection and Scholastic's Read-180.
- Teachers will participate in weekly professional development focusing on Common Core State Standards and inquiry revolving around the Achieve 3000 program.
- Staff will continue to comprehensively examine New York State English Language Arts test and data from nyStart to analyze and determine skills and strategies needed for students to succeed on the exam.

**Service and program coordination**

- Flushing Town Hall, NYSSMA, Arts Connection, The Morgan Book Project, Scholastic's Read-180 and Uptown Education are outside resources which are used as extended vehicles to promote professional development for staff.
- Professional development opportunities are provided for staff periodically in addition to weekly and monthly meetings, including but not limited to department meetings; grade meetings and inquiry team meetings.
- Our veteran teachers identify and attend professional development opportunities offered outside the school.

**Budget and resources alignment**

- Professional development money allocations will be used to fund professional development provided by the Flushing Town Hall Enrichment Grant and the NYSMMA Grant.
- Administrators, Teacher, Support Staff, Materials, Tax levy, Title I funding, and OTPS.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	125	30	30	30	16			1
<b>7</b>	95	35	10	20	8		5	2
<b>8</b>	79	20	20	25	14		7	4
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	After school (extended day) Supplemental Tutoring ARISTA Tutoring
<b>Mathematics</b>	After school (extended day) Supplemental Tutoring ARISTA Tutoring
<b>Science</b>	After school (extended day)
<b>Social Studies</b>	After school (extended day)
<b>At-risk Services provided by the Guidance Counselor</b>	L. Kahl, L.Peltzer, C. Mizutani, M. Weggeland
<b>At-risk Services provided by the School Psychologist</b>	Dr. S. Chen
<b>At-risk Services provided by the Social Worker</b>	Y. Chou, D. Santos
<b>At-risk Health-related Services</b>	R. DaCosta, SAPIS

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

**School DBN:** 25Q189

**School Name:** Daniel Carter Beard Junior High School

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.  
All students did not meet the 2011 AYP in English language arts; Asian students did not meet the 2011 AYP in English language arts; students with disabilities did not meet the 2011 AYP in English language arts; students with Limited English Proficiency did not meet the AYP in English language arts; and students who are economically disadvantaged did not meet the 2011 APY in English language arts. It was determined that these students required supplemental support in the identified academic area. The school was not able to provide such due to the lack of funding. Moreover, the ongoing influx of new students requiring additional support challenged our limited resources and our programming capacity.
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.  
In order to support improved achievement in English language arts, the school will implement a comprehensive Saturday Academy Program for all identified students in grades 6 through 8.

**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. After evaluating the academic levels and needs of the students, we selected the professional development for the staff based on these. Accordingly, the school has made a complete commitment to providing professional development for the teachers using a variety of resources commercially available; they include Read-180, Uptown Education, Pearson and Achieve 3000.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.  
Since we have a veteran staff, teachers engage in peer observation and study groups. Moreover, the teachers turnkey acquired skills for their colleagues. Using the internal content specialists to serve as experts in English language arts and English as a second language instruction, we use our own staff to train our staff to support the needs of the students.
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Parents will be notified both in writing and verbally about the school's identification for school improvement. Communication will be done in English and parent's native language. It will be clearly and simply laid out.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>C. Rello-Anselmo/ Cyndi Kerr</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>189</b>
School Name <b>Daniel Carter Beard</b>			

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

Principal <b>Cynthia Diaz Burgos</b>	Assistant Principal <b>Rita Petosa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Marsha Schwartz</b>	Guidance Counselor <b>Chia Mizutani</b>
Teacher/Subject Area <b>Howard Sauerhof/Mathematics</b>	Parent <b>David Kim</b>
Teacher/Subject Area <b>Carol Ozeri/ESL</b>	Parent Coordinator <b>Christine Colligan</b>
Related Service Provider <b>Laura Scicutella/Speech</b>	Other <b>Ida Bulluck/Asst. Principal</b>
Network Leader <b>type here</b>	Other <b>Geroge Fitting/Asst. Principal</b>

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

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>815</b>	Total Number of ELLs	<b>240</b>	ELLs as share of total student population (%)	<b>29.45%</b>
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## Part II: ELL Identification Process

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

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

1. English language learners (ELLs) are initially identified by a team lead by Marsha Schwartz, a fully certified English as a second language teacher. She is assisted by the pupil accounting secretary, guidance staff and assistant principals. The Home language Identification Survey (HLIS) is given to the parent by Marsha Schwartz, and when possible (Mandarin, Korean and Spanish), an adult who speaks the student's/family's native language. Chia Mizutani, guidance counselor, George Fitting, an assistant principal, or Suhong Chen, SBST psychologist, speak Mandarin; Christine Colligan, parent coordinator, speaks Korean; Lance Peltzer, formerly a bilingual Spanish teacher and currently a guidance counselor, speaks Spanish. Often families come with a translator. If needed, the Department of Education Translation Services are utilized. Marsha Schwartz administers an informal oral interview with the assistance of an appropriate translator. If it is determined that the student speaks a language other than English, the LAB-R is administered by Marsha Schwartz within the first ten days of enrollment. If the student does not score proficient on the LAB-R and her/his native language is Spanish, the Spanish LAB is administered. Rita Petosa, an assistant principal, in conjunction with Marsha Schwartz, then evaluates the ESL class placement; the latter is made by grade (6, 7, 8) and proficiency level (Beginning (B); Intermediate (I); Advanced (A)) determined from the LAB-R raw score or a NYSESLAT score from a previous administration.

ELLs are evaluated annually and receive services based on the New York State English as a Second Language Achievement Test (NYSESLAT). Various ATS reports are utilized to determine NYSESLAT eligibility including RLER, RMSR, and RLAT. In the Spring, the eligible students are scheduled for testing by fully qualified English as a second language teachers. Rita Petosa prints the scores and ensures that each identified student is properly placed. This is done in conjunction with five fully certified English as a Second language teachers: Michelle Bugay, Carol Ozeri, Dorina Raschilla, Erica Rice, and Marsha Schwartz.

2. During the admission process, the parent is also given a Program Selection Form and the opportunity to view the video. He/she is also provided with research data about the three models (Transitional Bilingual, Dual Language, Freestanding ESL). At the beginning of the school year, parents of newcomers' families are invited in groups to an orientation which took place this school year on Wednesday, September 21, 2011 and every Wednesday thereafter depending on admissions. It was conducted by Marsha Schwartz, assisted by Christine Colligan, Parent Coordinator, Lindsay Kahl Burmeta and Lance Peltzer, guidance counselors and Rita Petosa, George Fitting and Ida Bulluck, assistant principals. The orientation is held within the first ten days of admission. The parent completes the Program Selection Form and lists the programs in the order of preference. If a program not currently offered (Transitional Bilingual, Dual Language) is chosen, then Marsha Schwartz, assisted by the guidance staff, tries to help identify a school that offers the chosen program. If the parent selects the Freestanding ESL program, which is currently available based on a review of the Program Selection Forms in May/June 2011, the student is programmed accordingly. Program Selection Forms are constantly reviewed by Marsha Schwartz to determine if there are enough choices for the Transitional Bilingual or Dual language Program to warrant a change in the school offerings. Should this occur, parent outreach would be conducted by the phone and in writing in the parent's native language. Marsha Schwartz also monitors the HLIS to ensure that the original is placed in the student's cumulative record folder while a copy is kept in a folder on file in the records room.

3. For new students, every effort is made to obtain the Parent Survey and Selection forms at a parent orientation within the first ten days. Parents are invited to the orientation in writing in English as well as Mandarin, Korean and Spanish. The school messenger also sends out the invitation in various languages. In addition, the Parent Coordinator, assisted by the Department of Education translation services, calls parents. As a result, our parents have been highly responsive to our outreach. Hence we have been very successful in obtaining the return of the Parent Survey and Program Selection forms. Marsha Schwartz, assisted by the other four English as a second language teachers, ensures that the entitlement letters are distributed. Copies of the letters are kept in the records room.

4. Once identified, English language learners are scheduled into ESL classes according to grade and proficiency level. Parents are advised verbally and in writing, in their native language as well as English. The verbal communication is done by Chia Mizutani (Mandarin), George Fitting (Mandarin), Suhong Chen (Mandarin), Christine Colligan (Korean), or Lance Peltzer (Spanish). The Department of Education Translation Services provide us with written translation of all materials as well as verbal translation in other native languages. Placement is based on the results on the LAB-R given within ten days of enrollment or on the NYSESLAT taken in the Spring 2011. For new students, placement letters as well as student programs are distributed by Marsha Schwartz, assisted by the aforementioned bilingual staff members. Continuing entitlement letters are distributed by the English as a second language teachers. A database is used to maintain records of the placement as well as continuing entitlement letters. Copies are kept on file in the records room. The Program Selection Forms are reviewed by Marsha Schwartz periodically to ensure that parent choice is being honored.

5. After reviewing the Parent Survey and Program Selection forms for the past three years, an overwhelming number of parents (98 to 99%) have opted for the Freestanding ESL program now being offered. These forms are reviewed periodically (every three months) by Marsha Schwartz to see if there is a change in the current selection trend.

6. Based on last year's selection information (May/June 2011), our Freestanding ESL program is fully aligned with parental choices.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained							6	6	5					17
Push-In														0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	240	Newcomers (ELLs receiving service 0-3 years)	185	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	187		2	35	0	9	18	0	8		240
<b>Total</b>	<b>187</b>	<b>0</b>	<b>2</b>	<b>35</b>	<b>0</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>8</b>		<b>240</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

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							12	15	21					48
Chinese							46	49	68					163
Russian							0	1	0					1
Bengali							1	2	0					3
Urdu							3	1	1					5
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean							1	2	5					8
Punjabi							1	0	0					1
Polish							0	0	0					0
Albanian							0	0	0					0
Other							5	5	1					11
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>69</b>	<b>75</b>	<b>96</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>240</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a. ELLs are placed in an appropriate class which is taught by licensed subject specialists in English as a second language, social studies, science and mathematics. Advanced students also receive instruction in English language arts. We are implementing a departmentized organizational model.

1b. The classes, which are block programmed, contain students who are homogeneous by grade but heterogeneous by English proficiency level.

2. In order to ensure that the mandated number of instructional minutes is provided to the proficiency levels in the Freestanding ESL program, the students are grouped by grade (6, 7 and 8) and proficiency level (beginning, intermediate or advanced) for English as a second language instruction.

2a. ELLs are scheduled for eight periods or 360 minutes per week of ESL (beginning or intermediate students), or eight periods or 360

## A. Programming and Scheduling Information

minutes per week of English language arts and four periods or 180 minutes per week of ESL (advanced level students).

3. In addition, ELLs are scheduled for at least eight periods of mathematics per week; six periods of social studies per week; six periods of science per week and two periods of physical education per week. Mathematics, social studies, science and physical education classes are taught in English, using ESL strategies, by fully certified subject specialists. ESL strategies include scaffolding, use of concrete materials, visuals (graphic, organizers, pictures), questioning strategies that foster student learning of the subject as well as English, use of controlled vocabulary as well as the development of academic English across the subject areas. Students are required to come to school with bilingual dictionaries. Longmann dictionaries are available in all classrooms. Specific textbooks in social studies and science have been selected because of their controlled vocabulary and visuals. All classrooms have levelled libraries. Teachers provide additional materials from various computer sites. Students use laptops for research for exit projects in social studies and science. Document cameras are used in mathematics classes to share student work. Moreover, additional reading/writing instruction is offered for four periods per week. The Uptown Education program is being utilized by the reading/writing teachers in grades 6 and 7; a Pearson Longmann series as well as levelled classroom libraries are being utilized in grade 8. In order to support our instructional program for English language learners, subject area specialists have received and are receiving professional development with regard to ESL strategies and differentiated instruction in order to make the content comprehensible for English language learners. In addition, congruence is maintained between the English as a second language specialist and subject teacher through the use of congruence forms. English as a second language teachers provide native language support for the content areas with the help of the bilingual dictionaries in their classrooms.

4. Where applicable, standardized tests are ordered in the students' native languages. For example, students are tested in their native languages for the New York State Mathematics Test as well as in Spanish and Chinese on the grade 8 New York State Science Test. Moreover, the periodic assessment in mathematics is administered in Spanish since the translation is available.

5a. Currently, we have no SIFE students enrolled. However, should SIFE students be identified, in addition to differentiated instruction, we would provide these students with an extended day program.

5b. Newcomers, 77.9% of our ELLs, are grouped for ESL. ESL specialists help them acclimate to their new country, community and school. Moreover, in order to assist ELLs in preparing for the New York State English Language Arts Test they are required by NCLB to take after one year, they receive additional instructional periods in reading/writing. The Uptown Education program (grades 6 and 7) and a Pearson Longmann series as well as classroom libraries (grade 8) are being utilized.

5c. ELLs receiving service for 4 to 6 years, 14.6% of our ELLs, are taught ESL with the Scholastic Read-180 Program. Instruction is differentiated according to reading level. We will also offer a Title III program, once funding is available, which pairs English language arts and English as a second language teachers to provide additional literacy instruction.

5d. Long-Term ELLs (completed 6 years), 7.5% of our ELLs, are often receiving special education services (SETSS, speech). Instruction is differentiated through the use of the Scholastic Read-180 Program. In addition, we will offer a Title III program, once funding is available, which pairs an English language arts and English as a second language teachers to provide literacy instruction.

6. ELL-SWDs receive all mandates identified in the IEP, in addition to ESL. Special education teachers received training in the Uptown Education program this past summer and are currently using it with their students. ELL-SWDs are scheduled into the appropriate special education program (SETSS, ICT, 12:1:1 class) according to their IEP. They are taught by fully licensed special education teachers who are departmentized. In addition, students are scheduled for ESL by grade and level based on their NYSESLAT score and taught by fully certified ESL teachers. Where appropriate, an alternate placement paraprofessional who speaks the student's native language attends the ESL class with the student.

7. ELL-SWDs are scheduled for ESL with their peers according to grade level and NYSESLAT score. Special education classes are programmed so that students can take ESL with their non-disabled peers.

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

#### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Targeted intervention services for ELLs include:

- \* bilingual Spanish mathematics and bilingual Chinese mathematics classes afterschool for newcomers
- \* extended day classes in literacy for ELLs. Specifically, these classes which are co-taught by an English language arts and English as a second language specialist, aim to prepare our ELLs for the New York State English Language Arts test.
- \* The Scholastic Read-180 program will be expanded while the newly acquired Uptown Education program will be introduced. Teachers received professional development during Summer 2011 and it will continue this Fall/Winter.

9. ELLs who have reached proficiency on the NYSESLAT are scheduled an extended day class for continuing transitional support (2 years). These students continue to receive testing modifications both on classroom and standardized tests.

10. The Uptown Education program is being implemented this school year. English language arts, English as a second language and special education teachers received and will further be receiving professional development as they use the program. This program was selected because it allows teachers to monitor student progress, through the computer software, on an ongoing basis. Since it is web-based, teachers can easily access many varied materials.

11. No programs/services for ELLs will be discontinued. Our programs will only be enhanced.

12. ELLs are involved in all school programs offered, including volleyball, basketball, musical theatre and various clubs (guitar, knitting, cooking). ESL teachers and students will continue to participate in the Arts Connection DELTA (Developing English language Literacy Through the Arts) Program. Specifically, a theatre artist will plan lessons and co-teach our ELLs with their ESL teachers. Moreover, utilizing a grant received with Flushing Town Hall, an artist will be working with our ELLs on storytelling. Title III funding will be utilized to provide additional afterschool programs for our ELLs.

13. In addition to appropriate textbooks, classroom libraries and magazines (Time For Kids, Junior Scholastic), Scholastic Read-180 is utilized, particularly with our intermediate and advanced ELLs. This computer program allows the teachers to test and then customize instruction for each English language learner. We have also introduced this year, Uptown Education a web-based program.

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Also, we have purchased bilingual picture dictionaries in Chinese and Spanish, the primary native languages of our students (68.3% speak Chinese; 20% speak Spanish), to support our newly arrived ELLs.

15. Required support services, and resources correspond to ELLs' ages and grade levels. Students use the same textbooks and other materials as their non-ELL peers.

## B. Programming and Scheduling Information--Continued

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16. Also, in order to assist newly enrolled students at the beginning of the school year, a summer enrichment program was offered. Acclimation to their new school was emphasized.

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## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Monthly parent workshops have been planned by our parent coordinator. Topics include: the high school admissions process, the social studies exit project, how to communicate with your child, homework help, the science exit project, the periodic assessments in ELA and mathematics, reading, preparation for the next grade, and preparation for summer vacation. A student translation team is available to speak with groups of parents in their native languages.

2. Our school partners with Flushing Council on the Arts as well as the YMCA Beacon Program. Both organizations provide workshops and/or services for ELL parents. For example, adult ESL, citizenship, and computer classes are offered by the YMCA Beacon Program. Flushing Council on the Arts offers parents tickets to performances as well as exhibits. These organizations have bilingual staff available.

3. Parents are given many opportunities to articulate their needs/interests both in both formal and more informal settings. Surveys translated into Mandarin, Korean and Spanish are distributed at monthly parent meetings and reviewed by the Parent Coordinator. She also has Chat-n-Chew meetings on Wednesday mornings.

4. Parent involvement activities are planned around the needs/interests that parents have articulated. A Student Translation Team supports the native language needs so that effective communication can occur. In addition, bilingual staff (Chia Mizutani, Lance Peltzer, Michael Cao, Zhanguo Jin, Claude Morell, Minelly Mercado Walter, Luis Saltos, Sewoong Youn, etc.) assist with translation as does the Department of Education's Translation Services. As parents have requested additional assistance with the high school admission process, this school year, we offered several workshops at different times during the day as well as in the evening.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. In order to support the instructional program for ELLs, ongoing professional development to address instructional planning for ELLs as well as congruency between subject teachers and ESL specialists, will be conducted by our literacy resource specialist. The professional development includes paraprofessionals, guidance counselors, special education teachers, and speech therapists. Secretaries attend professional development conducted by the Network. The Parent Coordinator often attends sessions outside the school. Teachers also identify and attend workshops offered out of the school. For example, several teachers will be attending an ESL conference on Election Day, November 8, 2011. Teachers have also formed study groups. For example, mathematics teachers are continuing to read "English Language Learners in the Mathematics Classroom" by Debra Coggins, Drew Kravin, Grace Davila Coates, and Maria Dreux Carroll (Corwin Press, 2007).

2. Guidance counselors assist ELLs with the transition from elementary to middle and/or middle to high school.

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2. Guidance counselors receive training to assist ELLs as they transition from elementary to middle and/or middle to high school by attending workshops mostly online. Teachers are provided with information about their students including the date of entry, NYSESLAT or LAB-R scores, and teacher reports from their previous schools.
3. Since we have a veteran staff, all teachers have received the required 7.5 hours of ELL training as per Jose P. However, training continues according to specific need. New staff members receive training. Records are maintained in teacher files.

## 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?
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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

Paste response to questions 1-6 here

1. Not applicable

2. Our assessment analysis finds that close to one-fourth (one hundred percent (46.25%)) of our ELLs are beginning to meet

## Additional Information

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

Paste additional information here

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>							8	21	13				
	<b>I</b>							17	17	39				
	<b>A</b>							29	25	21				
	<b>P</b>							11	8	10				
READING/ WRITING	<b>B</b>							21	28	45				
	<b>I</b>							23	18	25				
	<b>A</b>							18	20	10				
	<b>P</b>							3	5	3				

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	36	12	1	0	49
7	34	11	3	0	48

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	34		15		1		0		50
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4	4	9	15	6	22	0	4	64
7	3	6	8	15	1	28	1	9	71
8	2	12	4	27	0	20	0	18	83
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	7	12	31	5	59	0	9	127
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.
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  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Not applicable

2. Our assessment analysis finds that close to or forty-six and twenty-five hundredths percent (46.25%) of our ELLs are beginners, twenty-nine and six tenths percent (29.6%) are intermediate and twenty-four and two tenths percent (24.2%) are advanced. Grade 8 has the greatest number of beginning students (49.5%). This includes an analysis of both LAB-R and NYSESLAT data.

3. In examining the patterns across the NYSESLAT modalities, we noticed that we need to continue our emphasis on reading/writing. Specifically, it was noted that forty-two and nine tenths percent (42.9%) scored at the beginning level in reading/writing. The English as a second language teachers analyzed and continue to analyze the data in order to inform their instruction.

4a. Looking at the 2011 New York State English Language Arts Test results, seventy and seven tenths percent (70.7%) of the ELLs who took the exam scored at level 1, twenty-five and nine tenths percent (25.9%) scored at Level 2, and three and four tenths percent (3.4%) scored at Level 3. For the 2011 New York State Mathematics Test, fifty percent (50%) met or exceeded the standards (scored at Level 3 or 4); ninety-two and seven tenths percent (92.7%) of these students took the test in their native language. For the 2011 New York State Science Test, fifty-seven and five tenths percent (57.5%) scored at Level 3 or 4. Since a large percentage of ELLs take the standardized tests in their native language, a comparison is not really possible. However, in mathematics as well as science, students generally scored a bit lower than their non-ELL peers. Based on level 4 scores in mathematics in grade 7 as well as teacher recommendations, eighth grade ELLs are taking an Integrated Algebra class typically taken in grade 9 along with their non-ELL peers. Subject teachers along with the ESL specialists, continue to analyze the data and modify instruction accordingly.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:****Daniel Carter Beard JHS****School DBN: 25Q189**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Diaz Burgos	Principal		11/18/11
Rita Petosa	Assistant Principal		11/18/11
Christine Colligan	Parent Coordinator		11/18/11
Marsha Schwartz	ESL Teacher		11/18/11
David Kim	Parent		11/18/11
Howard Sauerhof	Teacher/Subject Area		11/18/11
Carol Ozeri	Teacher/Subject Area		11/18/11

<b>School Name:</b> <b>Daniel Carter Beard JHS</b>		<b>School DBN: 25Q189</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
Chia Mizutani	Guidance Counselor		11/18/11
Cyndi Kerr	Network Leader		11/18/11
Ida Bulluck	Other <u>Assistant Principal</u>		11/18/11
George Fitting	Other <u>Assistant Principal</u>		11/18/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 25Q189      **School Name:** Daniel Carter Beard JHS

**Cluster:** Rello Anselmi      **Network:** 106

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

**Part A: Needs Assessment Findings**

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

To ensure that all parents are provided with appropriate and timely information in a language they understand, we ...

- Examine the HLIS's completed upon admission.
- We check as well as enter for new students, the language preference on ATS.

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.

We found that an overwhelming majority of our parents require written translation and oral interpretation in Mandarin (343), Spanish (167) and Korean (45). In addition, one parent requires translation in Albanian, three parents require translation in Arabic, one parent requires translation in Balante, sixteen parents require translation in Bengali, two parents require translation Burmese, sixteen parents require translation in Dari/Farsi/Persian, eight parents require translation in Gajarati, seven parents require translation in Hindi, one parent requires translation in Indonesian, one parent requires translation in Macedonian, two parents require translation in Nepali, seven parents require translation in Pashto, one parent requires translation in Philipino, one parent requires translation in Polish, thirteen parents require translation in Punjabi, two parents require translation in Russian, three parents require translation in Serbo-Croatian, one parent requires translation in Swahili, one parent requires translation in Tamil, two parents require translation in Ukrainian, fifteen parents require translation in Urdu, and two parents require translation in Vietnamese. These findings have been communicated to the school community at staff meetings, team meetings, guidance meetings, P.T. A. meetings and School Leadership Team meetings.

## Part B: Strategies and Activities

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

Written translation services are usually sought from the Department of Education Translation Services. The required two weeks notice is provided so that we receive the translated documents in a timely fashion. In-house school staff are also utilized for translation. Parents are provided with a translated Bill of Parents Rights and Responsibilities; other forms have also been translated . . . letters to parents, comments for parent teacher meetings, agendas, etc.

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

Oral interpretation services are provided in-house by school staff and where appropriate, by a student translation team. The Department of Education Translation Services are also used.

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>.

All the requirements of Section VII of the Chancellor's Regulations A-663 regarding notification requirements for translation and interpretation services are reviewed each year to ensure that they are in place.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Daniel Carter Beard JHS	DBN: 25Q189
Cluster Leader: C. Rello-Anselmo	Network Leader: Cyndi Kerr
This school is (check one): <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> *Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 240 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 12 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 6

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Afterschool Title III Mathematics Instructional Program for ELLs

### Mandarin Chinese After School Mathematics Program

These classes will contain up to twenty newcomers in seventh or eighth grade whose native language is Mandarin and be taught by a fully certified, bilingual teacher in mathematics. The teacher will teach 20 newcomer ELL's mathematics content and develop deeper understanding of the concepts through the use of native language (Mandarin Chinese) and English. These classes will meet for one hour and a half on select Mondays (2:30-4:00pm) and for one hour on Fridays (2:30-3:30pm) according to grade level from December 2011 to April 2012. Instruction will be provided in Mandarin Chinese and in English.

### Spanish Before School Mathematics Program

These classes will contain up to twenty newcomers in sixth, seventh or eighth grade. The teacher will provide direct instruction to 20 newcomer ELL's in mathematics in order to develop deeper understanding of the concepts through the use of native language (Spanish) and English. These classes will meet for one half hour on Tuesdays (7:30-8:00am), Wednesdays (7:30-8:00am) and Thursdays (7:30-8:00am) according to grade level from December 2011 to April 2012. Instruction will be provided in Spanish and English.

The rationale is to provide supplemental services to the approximately seventy-eight percent of our English language learners who are newcomers and speak either Mandarin or Spanish as their native language and need additional support in their native language and English in order to accelerate their learning of English and increase achievement in Math.

### Afterschool ESL/ELA Literacy Instructional Program for ELLs

The ESL/ELA Literacy program will take place from December 2011 to April 2012, three afternoons per week (Tuesdays and Thursdays, 3:15-4:45pm and Fridays, 2:30-4:00pm). Three groups of 20 ELL's will be grouped per proficiency level in Reading and Writing as per their NYSESLAT and LAB-R scores and instructed after school, once a week, by grade, by teams of ESL certified teachers and ELA teachers who will co-teach in developing English language learners' academic English and literacy. Materials used to support ESL/ELA instruction will include a variety of fiction and non-fiction books, technology and software at no cost to Title III. New York State English Language Arts preparation books and classroom supplies to support the program will be purchased. The rationale is the ELA and ESL data that indicates the need to more targeted ESL and ELA instruction so that ELLs can increase achievement in ELA and the NYSESLAT.

**Part C: Professional Development**

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

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

Begin description here: ELL Study group

Six teachers and a supervisor will meet after school for six sessions once a week in the afternoon, for six weeks (February – April 2012) for one hour to continue their study of "English Learners Academic Literacy and Thinking" by Pauline Gibbons, discuss effective strategies, make connections to the school’s instructional program, student work, and explore enhancements to the Title III instructional program based on the discussions.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parental Engagement Activities

Parents of English language learners will meet once a month with Marsha Schwartz, a fully certified English as a Second Language teacher, Mindy Mangot, a literacy specialist, and Christine Colligan, parent coordinator on Wednesdays, 10:00-11:00am from December 2011 to April 2012. Topics will include: ways of increasing English literacy at home; the English Language Arts Test and its various components; the New York State English as a Second Language Achievement test and its various components. Parents will be invited in writing in English, Mandarin, Spanish and Korean. The school messenger will also reach out to families by phone as well.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

**Part E: Budget**

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

Allocation Amount: \$

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