



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **RACHEL CARSON INTERMEDIATE SCHOOL 237**
MAGNET SCHOOL FOR THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q237

PRINCIPAL: JUDITH FRIEDMAN EMAIL: JFRIEDM@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Judith Friedman	*Principal or Designee	
Wendy Gold	*UFT Chapter Leader or Designee	
Nausheen Gazali	*PA/PTA President or Designated Co-President	
Ina Malkin	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Marilyn DeMauro	Member/Teacher	
Yolanda Vozzolo	Member/Teacher	
Barbara Dudley	Member/Parent	
Carolynea Martinborough	Member/Parent	
Sneha Nachankar	Member/Parent	
Aley Fatma	Member/Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

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

By June 2012, intermediate level students in the ESL program will show advancement in the area of English language arts as evidenced by a 50% attainment of targeted annual goals established in Achieve 3000.

Comprehensive needs assessment

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

Language Arts: Three (3) years of student performance as indicated in The New York State Report Card: Accountability and Overview Report.

Language Arts

Group	2010-11			2009-10			2008-09		
	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP
All	127	119	Yes	167	152	Yes	177	140	Yes
Black	127	111	Yes	152	144	Yes	165	133	Yes
Hispanic	124	115	Yes	158	148	Yes	170	137	Yes
Asian	126	118	Yes	172	151	Yes	181	140	Yes
White	161	105	Yes	167	140	Yes	173	130	Yes
Students w/ Disab	113	114	Yes (Safe Harbor)	143	147	No	139	136	Yes
LEP	70	116	No	137	148	No	149	137	Yes
Econ. Disadv.	123	119	Yes	165	151	Yes	177	140	Yes

3 Year Analysis of ELA Performance for All Students

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>	
Level 1	18%		16%	1%
Level 2	40%		39%	22%
Level 3	40%		38%	67%
Level 4	2%		8%	9%
Level 3 & 4	42%	46%	76%	

* nySTART

In the 2010-11 school year, IS 237's State ELA Performance Index was 127 which met the target (AYP) for all students although by a narrower margin than in the previous year. Students with disabilities achieved AYP under safe harbor which was an improvement from the previous year when AYP was not met. LEP students, as in 2009-10, did not achieve AYP. Overall, this represents a slight improvement over last year when 2 subgroups did not achieve AYP.

In years past, participation rates impacted AYP attainment. An attendance incentive system was implemented which had and continues to have a positive impact in this area.

After a dramatic decrease in 2009-10 in the number of students attaining a score of level 3 or above (76% in the 2008-09 school year compared to 46% in 2009-10), the percentage of all students meeting the Language Arts Standard decreased to 42% in the 2010-11 school year. This is consistent with the 2010-11 Progress Report which revealed that 3 groups (all, hispanic and economically disadvantaged) had a difference of fewer than 12 points between PI and AMO although in the case of Hispanic students the gap represented an increase compared to last year. The large decline from 2008-09 to 2009-10 was in line with city and state wide results. This year's decline shows a decrease in level 4 and an increase in level 1. The percent of students achieving at levels 2 and 3 were about the same. Nevertheless addressing language arts skills for all students and the identified sub groups in particular has been noted as a need to be addressed.

Indicated below are additional details relating to subgroup data which will guide our planning as well as some of the reasons identified as causal factors. Also enumerated below are the planned and ongoing efforts and organizational structures which we will use to address the identified needs.

ELA Limited English Proficient (LEP)

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
Level 1	66%		67%
Level 2	31%		29%

Level 3	3%	4%	
Level 4	0%	0%	
Level 3 & 4	3%	4%	12%

* nySTART

In comparing ELA data for LEP students for years 2009-10 and 2010-11, we drew the following conclusions: 1) overall there was no significant change with 95% of students achieving at levels 1 or 2, 2) there was no movement from level 1 to level 2.

With respect to the NYSESLAT administered during the 2010-11 school year, results below indicated, as expected, that students scored better in the areas of listening and speaking than in the areas of reading and writing which require a higher level of language development. Also, there seems to be little correlation between the NYSESLAT and the ELA results with 32% of LEP students scoring at advanced or proficient levels and 3% at level 3 or 4 on the ELA.

Analysis of NYSESLAT Performance: Listening and Speaking

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
Beginner	14%	30%	16%
Intermediate	30%	26%	25%
Advanced	26%	21%	23%
Proficient	30%	24%	37%

* nySTART

Analysis of NYSESLAT Performance: Reading and Writing

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
Beginner	35%	48%	35%
Intermediate	33%	28%	25%
Advanced	16%	17%	14%
Proficient	16%	7%	25%

* nySTART

The achievement levels for students who took the NYSESLAT are shown below:

More students achieved advanced or proficient levels in 2010-11 as compared to the previous year. As previously noted, this is contrary to the results on the ELA which showed only 3% performing at level 1 or 2 in language arts.

Conclusions

Based on the data and discussion above we have come to the following conclusions which will impact the design of the 2011-12 instructional programs. There will be a particular focus in the area of language arts instruction for the LEP subgroup.

- 1) With regard to the identified group of LEP students, resources will be allocated in order to provide additional opportunities for these students to advance their skills in the area of language acquisition, reading comprehension, and writing.
- 2) We will also continue to allocate resources in the area of language arts to provide all students performing at all levels opportunities to advance their skills.

Challenges

- 1) A significant challenge we face in the advancement of English language skill acquisition is the diminished dependence on English in the community outside the school. Evidence of this is all around us. The preponderance of commercial signs in the downtown area for advertising as well as others which provide general information are not written in English. Some establishments only offer written material in languages other than English.
- 2) The increasing LEP population relative to the total student population. Currently there are approximately 325 students receiving instruction in the ESL program. This is up from approximately 200 students 3 years ago.
- 3) The LEP subgroup accounts for approximately 30% of our student population.
- 4) Within the LEP subgroup, 10% have an identified learning disability and are also included in the Students with Disabilities subgroup.

Instructional strategies/activities

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

Program and personnel:

- Purchase Achieve 3000 computer program and components. Implement use within the instructional program.
- Create push in and pull out ESL classes.
- Classes to be organized for ESL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ESL teachers.
- Leveled pull out small classes to be organized in which ESL teachers provide instruction.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ESL students face.
- Teacher teams assess needs and develop strategies to support language instruction for ELL's during Advisory extended periods.
- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.

Supplemental Services:

- Before and after school programs led by ESL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in small group settings.
- Employ the use of computer programs Achieve 3000 for intermediate and advanced level students and Rosetta Stone to support in school and at home learning.
- Translation services provided to support ELL students and families.
- Evening Family Literacy Program for ELL's and their families.
- Residency programs in the Arts support listening, speaking, and writing skills.
- AIS services provided for identified students.

Professional development:

- Organize and conduct parent workshops on Achieve 3000 for at home usage.
- Teachers attend workshops provided by CFN network.
- ESL teachers attend off site conferences.
- Teachers to receive training in Common Core Learning Standards as they relate to ELL's.
- Guide teachers in the development of test construction and questioning skills aligned with NYS standardized assessments.
- Familiarize teachers with test formats.
- Provide professional development for teachers to advance strategies which address content area instructional techniques for ELL's by principal and AP's in the area of writing skills.

Responsible staff members and timeline: Administrators, teachers, paraprofessionals, parent coordinator, outside service providers (instruction, staff development), guidance personnel, network support specialist. These are the staff members who will implement this plan from the beginning of the school year to the point at which success will be assessed in June 2012. In the fall, baseline data will be gathered and targeted growth levels established. Progress will be monitored and adjustments to instruction made through the winter.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Our school's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Specific actions are highlighted related to this goal are highlighted below.

- Parents involved the use the Rosetta Stone program
- Translation services provided to encourage the school-parent relationship
- Evening literacy programs for parents and students together
- Parent coordinator to serve as a non-voting member of the School Leadership Team
- Parent coordinator attends and shares information at scheduled PTA meetings
- Provide parents with written and verbal progress reports
- 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
- Conduct parent workshops on matters pertinent to this goal
- Host Annual Title I Parent Meeting in September with translation services 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Employ use of open market system
- Make use of New Teacher Finder
- Contact Human Resource Director at CFN to assist in process

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 21st Century grant provides resources to support after school core subject instruction.
- Anticipated funding for SES services provided as an outgrowth of SINI status would be used to enhance after school instruction.
- Participation in a research based violence prevention program designed to reduce bullying and other behaviors which dilute attention to academics.
- SAPIS workers provide services designed to improve school attendance for at risk students.

Budget and resources alignment

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

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Fiscal resources for Goal 1: Tax levy (FSF), Title I, Title III, C4E, 21st Century Grant

Human resources services: Supervisory, teacher, guidance

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

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

By June 2012, the subgroup *Students with Disabilities* will show advancement in the area of English language arts as evidenced by 50% of the subgroup achieving an increase in their scale scores on the NYS ELA assessment.

Comprehensive needs assessment

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

Language Arts: Three (3) years of student performance as indicated in The New York State Report Card: Accountability and Overview Report.

Language Arts

Group	2010-11			2009-10			2008-09		
	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP
All	127	119	Yes	167	152	Yes	177	140	Yes
Black	127	111	Yes	152	144	Yes	165	133	Yes
Hispanic	124	115	Yes	158	148	Yes	170	137	Yes
Asian	126	118	Yes	172	151	Yes	181	140	Yes
White	161	105	Yes	167	140	Yes	173	130	Yes
Students w/ Disab	113	114	Yes (Safe Harbor)	143	147	No	139	136	Yes
LEP	70	116	No	137	148	No	149	137	Yes
Econ. Disadv.	123	119	Yes	165	151	Yes	177	140	Yes

3 Year Analysis of ELA Performance for All Students

	2010-11*	2009-10*	2008-09*
Level 1	18%	16%	1%
Level 2	40%	39%	22%
Level 3	40%	38%	67%
Level 4	2%	8%	9%
Level 3 & 4	42%	46%	76%

* nySTART

In the 2010-11 school year, IS 237's State ELA Performance Index was 127 which met the target (AYP) for all students although by a narrower margin than in the previous year. Students with disabilities achieved AYP under safe harbor which was an improvement from the previous year when AYP was not met. LEP students, as in 2009-10, did not achieve AYP. Overall, this represents a slight improvement over last year when 2 subgroups did not achieve AYP.

In years past, participation rates impacted AYP attainment. An attendance incentive system was implemented which had and continues to have a positive impact in this area.

After a dramatic decrease in 2009-10 in the number of students attaining a score of level 3 or above (76% in the 2008-09 school year compared to 46% in 2009-10), the percentage of all students meeting the Language Arts Standard decreased to 42% in the 2010-11 school year. This is consistent with the 2010-11 Progress Report which revealed that 3 groups (all, hispanic and economically disadvantaged) had a difference of fewer than 12 points between PI and AMO although in the case of Hispanic students the gap represented an increase compared to last year. The large decline from 2008-09 to 2009-10 was in line with city and state wide results. This year's decline shows a decrease in level 4 and an increase in level 1. The percent of students achieving at levels 2 and 3 were about the same. Nevertheless addressing language arts skills for all students and the identified sub groups in particular has been noted as a need to be addressed.

Indicated below are additional details relating to subgroup data which will guide our planning as well as some of the reasons identified as causal factors. Also enumerated below are the planned and ongoing efforts and organizational structures which we will use to address the identified needs.

ELA Performance for Students with Disabilities

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
Level 1	18%		28%
Level 2	67%		55%
Level 3	16%		17%
Level 4	0%		0%
Level 3 & 4	16%	17%	24%

* nySTART

In comparing ELA data for students with disabilities for years 2009-10 and 2010-11, we drew the following conclusions: 1) the percent of students at levels 3 and 4 remained about the same, 2) the percent of students at levels 1 and 2 remained about the same, 3) from 2009-10 to 2010-11, there was movement from level 1 to level 2.

Conclusions

Based on the data and discussion above we have come to the following conclusions which will impact the design of the 2011-12 instructional programs. There will be a particular focus in the area of language arts instruction for the subgroup students with disabilities. 1) Within the sub group students with disabilities, those students performing at a high level 2 will be identified. Resources will be allocated in order provide additional opportunities for growth in this area. 2) We will also continue to allocate resources in the area of language arts to provide all students performing at all levels opportunities to advance their skills.

Challenges

- 1) Approximately 20% of our students participate in our special education program.
- 2) There is a wide variety of identified disabilities among the students in this group.
- 3) The disabilities which impact academic achievement for most of these students make it very challenging for them to achieve the standard we work toward on the high stakes tests.

Instructional strategies/activities

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

Program and personnel:

- Classes to be organized based on requirements of IEP's. These include self contained classes, resource room (SETTS), collaborative team teaching which provides for 2 teachers in the classroom, mainstreaming by subject within house settings the benefits of which are discussed within the CEP.
- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.
- Provide support instruction/services (guidance, AIS, afterschool programs, Advisory period instruction).
- Teacher teams assess needs and develop strategies to support instruction during Advisory extended periods.
- Opportunities provided for teachers to meet and share best practices.
- Wilson Reading Program.

Supplemental Services:

- Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.
- Residency programs in the Arts support listening, speaking, and writing skills.
- Students identified and provided with AIS services. Students assigned to Advisory periods for targeted assistance in language arts and skills appearing on the NYS ELA assessment

Professional development:

- Guide teachers in the development of test construction and questioning skills aligned with NYS standardized assessments.
- Familiarize teachers with test formats. Professional development by principal, AP's, and outside resources in the area of writing skills, questioning to promote thinking, linking instruction and assessments.

Responsible staff members and timeline: Administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers (instruction, staff development), guidance personnel, network support specialist. These are the staff members who will implement this plan from the beginning of the school year to the point at which success will be assessed in June 2012. Baseline data will be gathered in the fall from prior year test results and targeted growth levels established. Progress will be monitored and adjustments to instruction made through the winter. A review of the 2011-12 ELA individual scale scores will serve as the measure of success in June 2012.

Strategies to increase parental involvement

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

Our school's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Specific actions are highlighted related to this goal are highlighted below.

- Conduct orientation for parents regarding special education processes and services
- Teachers and site supervisor maintain close contact with parents on an individual basis
- Communication channels employed to promote student participation and parent support for various academic supplemental services
- Parents provided with training on use of ARIS
- Provide parents with written and verbal progress reports
- Parent coordinator to attend PTA meetings
- Parent coordinator to give voice to all constituencies through non-voting participation on School Leadership Team
- 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
- Host Annual Title I Parent Meeting in September 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 which address the goal of advancing literacy skills
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Employ use of open market system
- Make use of New Teacher Finder
- Contact Human Resource Director at CFN to assist in process

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 21st Century grant provides resources to support after school core subject instruction.
- Anticipated funding for SES services provided as an outgrowth of SINI status would be used to enhance after school instruction.
- Participation in a research based violence prevention program designed to reduce bullying and other behaviors which dilute attention to academics.
- SAPIS workers provide services designed to improve school attendance for at risk students.

Budget and resources alignment

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

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Fiscal resources for Goal 2: Tax levy (FSF), Title I, 21st Century Grant

Human resources services: Supervisory, teacher, para professional, guidance

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, students will advance in the area of “on demand writing” as measured by a 10% increase in the average rubric scores between Fall 2011 and Spring 2012.

Comprehensive needs assessment

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

This goal is an outgrowth of administrators’ and teachers’ subjective observations with respect to demonstrated writing skills among students as well as a review of English Language Arts objective testing results which assesses reading and writing skills together. The DEW program provides an opportunity to isolate writing skill assessment. The focus of this analysis is on *All* students as well as individual subgroups.

Language Arts: Three (3) years of student performance as indicated in The New York State Report Card: Accountability and Overview Report.

Language Arts

Group	2010-11			2009-10			2008-09		
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Asian	126	118	Yes	172	151	Yes	181	140	Yes
White	161	105	Yes	167	140	Yes	173	130	Yes
Students w/ Disab	113	114	Yes (Safe Harbor)	143	147	No	139	136	Yes
LEP	70	116	No	137	148	No	149	137	Yes
Econ. Disadv.	123	119	Yes	165	151	Yes	177	140	Yes

3 Year Analysis of ELA Performance for All Students

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>	
Level 1	18%		16%	1%
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In the 2010-11 school year, IS 237's State ELA Performance Index was 127 which met the target (AYP) for all students although by a narrower margin than in the previous year. Students with disabilities achieved AYP under safe harbor which was an improvement from the previous year when AYP was not met. LEP students, as in 2009-10, did not achieve AYP. Overall, this represents a slight improvement over last year when 2 subgroups did not achieve AYP.

In years past, participation rates impacted AYP attainment. An attendance incentive system was implemented which had and continues to have a positive impact in this area.

After a dramatic decrease in 2009-10 in the number of students attaining a score of level 3 or above (76% in the 2008-09 school year compared to 46% in 2009-10), the percentage of all students meeting the Language Arts Standard decreased to 42% in the 2010-11 school year. This is consistent with the 2010-11 Progress Report which revealed that 3 groups (all, hispanic and economically disadvantaged) had a difference of fewer than 12 points between PI and AMO although in the case of Hispanic students the gap represented an increase compared to last year. The large decline from 2008-09 to 2009-10 was in line with city and state wide results. This year's decline shows a decrease in level 4 and an increase in level 1. The percent of students achieving at levels 2 and 3 were about the same. Nevertheless addressing language arts skills for all students and the identified sub groups in particular has been noted as a need to be addressed.

Indicated below are additional details relating to subgroup data which will guide our planning as well as some of the reasons identified as causal factors. Also enumerated below are the planned and ongoing efforts and organizational structures which we will use to address the identified needs.

ELA Performance for Students with Disabilities and Limited English Proficient (LEP)

Students with disabilities:

<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
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Level 1	18%		28%
Level 2	67%		55%
Level 3	16%		17%
Level 4	0%		0%
Level 3 & 4	16%	17%	24%
* nySTART			
Limited English Proficient:			
	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
Level 1	66%		67%
Level 2	31%		29%
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* nySTART

In comparing ELA data for students with disabilities for years 2009-10 and 2010-11, we drew the following conclusions: 1) the percent of students at levels 3 and 4 remained about the same, 2) the percent of students at levels 1 and 2 remained about the same, 3) from 2009-10 to 2010-11, there was movement from level 1 to level 2.

In comparing ELA data for LEP students for years 2009-10 and 2010-11, we drew the following conclusions: 1) overall there was no significant change with 95% of students achieving at levels 1 or 2, 2) there was no movement from level 1 to level 2.

With respect to the NYSESLAT administered during the 2010-11 school year, results below indicated, as expected, that students scored better in the areas of listening and speaking than in the areas of reading and writing which require a higher level of language development. Also, there seems to be little correlation between the NYSESLAT and the ELA results with 32% of LEP students scoring at advanced or proficient levels and 3% at level 3 or 4 on the ELA.

Analysis of NYSESLAT Performance: Listening and Speaking

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
Beginner	14%	30%	16%
Intermediate	30%	26%	25%
Advanced	26%	21%	23%
Proficient	30%	24%	37%

* nySTART

Analysis of NYSESLAT Performance: Reading and Writing

	<u>2010-11*</u>	<u>2009-10*</u>	<u>2008-09*</u>
Beginner	35%	48%	35%
Intermediate	33%	28%	25%
Advanced	16%	17%	14%
Proficient	16%	7%	25%

* nySTART

The achievement levels for students who took the NYSESLAT are shown below:

More students achieved advanced or proficient levels in 2010-11 as compared to the previous year. As previously noted, this is contrary to the results on the ELA which showed only 3% performing at level 1 or 2 in language arts.

Conclusions

Based on the data and discussion above we have come to the following conclusions which will impact the design of the 2011-12 instructional programs. There will be a particular focus in the area of language arts instruction for the subgroups students with disabilities and LEP. 1) For the sub group students with disabilities, those students performing at a high level 2 will be identified. Resources will be allocated in order provide additional opportunities for growth in this area.

2) With regard to LEP students, resources will be allocated in order to provide additional opportunities for these students to advance their skills in the area of language acquisition, reading comprehension, and writing.

3) We will also continue to allocate resources in the area of language arts to provide all students performing at all levels opportunities to advance their skills.

An important part of any instructional program is its ability to assess and monitor progress so as to be able to modify practices based on students' needs. One of our strengths at IS 237 is the design of our program. Therefore, we will continue to organize based on the house structure which promotes interdisciplinary endeavors thus promoting language arts instruction in the various subject areas. Teachers' programs enable and encourage teachers to share ideas, best practices, and interact with the ESL teachers. A program modification will allow for a Collaborative Team Teaching model for ESL students as part of the effort to improve in this area.

Challenges

1) A significant challenge we face in the advancement of English language skill acquisition is the diminished dependence on English in the community outside the school. Evidence of this is all around us. The preponderance of commercial signs in the downtown area for advertising as well as others which provide general information are not written in English. Some establishments only offer written material in languages other than English.

2) The increasing LEP population relative to the total student population. Currently there are approximately 325 students receiving instruction in the ESL program. This is up from approximately 200 students 3 years ago.

3) Approximately 20% of our students participate in our special education program. The disabilities almost all of these students endure make it very challenging for them to achieve the standard we work toward on the high stakes tests.

4) The LEP students and the students with disabilities subgroups account for more than 50% of our student population.

Instructional strategies/activities

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

Program and personnel:

- Design and implement the Drop Everything and Write program (DEW).
- Teachers grade student writing output based on established rubric.
- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.
- House structure organization also used to facilitate broad based instruction in the area of advancing writing skills. Teachers meet on a regular basis to share writing skills and planned endeavors. Interdisciplinary planning to increase opportunity and time exposure for writing instruction.
- Arts residencies link communication to the writing experience.
- Teacher teams assess needs and develop strategies to support writing instruction for during Advisory extended periods. Supervisors assist teachers in incorporating writing into their individual instructional programs and include evidence of advancement in writing as part of the rating process.
- Employ the use of computers in the library and the lab to support advancement of writing skills.

Supplemental Services:

- Before and after school programs address writing skills and test taking techniques.
- AIS services for identified students.
- Evening Family Literacy Program for ELL's and their families. Advisory periods will provide opportunity for students to focus on writing skills.
- Integration of writing across the content areas.

Professional development:

- Guide teachers in the development of test construction and to assess writing skills aligned with NYS standardized assessments.
- Familiarize teachers with test formats.
- To advance strategies which address content area instructional techniques in the area of writing skill development.

Responsible staff members and timeline: Administrators, teachers, paraprofessionals, outside service providers (instruction, staff development). Staff members will implement this plan from the beginning of the school year to the point at which success will be assessed in the spring of 2012. Baseline data will be gathered in the fall from DEW results. Progress will be monitored and adjustments to instruction made through the winter. A review of the rubric scores will serve as the measure of success in the spring of 2012.

Strategies to increase parental involvement

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

Our school's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Specific actions are highlighted related to this goal are highlighted below.

- Conduct orientation for parents regarding the role of the middle school and specifically the program at IS 237
- House structure provides for common periods enabling subject area teachers to meet with parents
- Communication channels employed to promote student participation and parent support for various academic supplemental services
- Parents provided with training on use of ARIS
- Parent coordinator to attend PTA meetings
- Parent coordinator is a non-voting participant on School Leadership Team
- Provide parents with written and verbal progress reports
- 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
- 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
- Host Annual Title I Parent Meeting in September 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 which address the goal of advancing literacy skills

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Employ use of open market system
- Make use of New Teacher Finder
- Contact Human Resource Director at CFN to assist in process

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 21st Century grant provides resources to support after school core subject instruction.
- Anticipated funding for SES services provided as an outgrowth of SINI status would be used to enhance after school instruction.
- Participation in a research based violence prevention program designed to reduce bullying and other behaviors which dilute attention to academics.
- SAPIS workers provide services designed to improve school attendance for at risk students.

Budget and resources alignment

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

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Fiscal resources for Goal 3: Tax levy (FSF), Title I

Human resources services: Supervisory, teacher, para professionals, guidance

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By April 2012, attendance in Advisory program classes will increase such that 85% of targeted students are attending.

Comprehensive needs assessment

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

Supplemental instructional classes (Advisory) have been programmed 3 periods per week, 37.5 minutes per period. Each period is in the morning prior to the beginning of the regular school program. Instruction targets content aligned with NYS assessments in ELA and Math. An assessment of the data revealed that the attendance rate at Advisory periods has been approximately 80%. Based on this information, we saw a need for an organized, multifaceted effort to raise the level of attendance at Advisory sessions whose specific purpose is to serve as a resource for those students who have been identified to be in need of additional services.

Instructional strategies/activities

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

Program and personnel:

- English and social studies teachers will work with identified students in need of language arts instruction.
- Math and science teachers will work with identified students in need of math instruction.
- Students who need instruction in both areas are programmed accordingly.
- ELL students in this program are serviced by ESL and content area teachers.
- Groups formed homogeneously based on most recent NYS assessment results (ELA, Math, or NYSESLAT).
- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data, discuss students' needs and make decisions regarding instruction.

Implementation:

- Include Advisory periods in students' programs.
- Communicate details and purpose of Advisory program to parents via letters to home, website inclusions, programmed calls to all homes, on progress reports, calls to individual homes for non attendees

Professional development:

- Staff members trained in use of equipment and other resources used to reach out to parents in support of this goal.

Responsible staff members: Administrators, teachers, guidance counselors, paraprofessionals, parent coordinator, school aids, and secretaries. Staff members will implement this plan from the beginning of the school year to the point at which success will be assessed in the spring of 2012. Baseline data will be gathered in the fall from attendance data. Progress will be monitored and adjustments to communication efforts to be made as necessary through the winter. A review of the attendance data will serve as the measure of success in the spring of 2012.

Strategies to increase parental involvement

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

Our school's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Specific actions are highlighted related to this goal are highlighted below.

- Parents play an important role in our efforts to attain this goal. To that end, newsletters, announcements at PTA meetings, letters home, and the school website will be put out seeking parents' assistance in encouraging students to attend advisory.
- 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
- Host Annual Title I Parent Meeting in September 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 which address the goal of advancing literacy skills
- Provide parents with written and verbal progress reports

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Employ use of open market system
- Make use of New Teacher Finder
- Contact Human Resource Director at CFN to assist in process

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- 21st Century grant provides resources to support after school core subject instruction.
- Anticipated funding for SES services provided as an outgrowth of SINI status would be used to enhance after school instruction.
- Participation in a research based violence prevention program designed to reduce bullying and other behaviors which dilute attention to academics.
- SAPIS workers provide services designed to improve school attendance for at risk students.

Budget and resources alignment

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

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Fiscal resources for Goal 4: Tax levy (FSF), Title I

Human resources services: Supervisory, teacher, para professionals, guidance, school aides

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	180	87	68	59	4	1	0	0
7	229	124	77	61	11	1	0	0
8	249	84	65	58	19	5	0	0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • Advisory Program: The extended day program which operates before school for mandated students in small groups. The focus is on literacy and math. There is also a literacy based program which addresses adolescent issues. • 21st Century Grant: clubs, enrichment • Achieve 3000: A computer based language arts program for ESL and special education students in class settings during the day. • Rosetta Stone: a computer based program targeting listening and speaking skills used during the school day used one to one in small group settings. • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • Arts oriented after school programs. Classes are designed for small groups of students demonstrating talent or interest in one of the performing or visual arts. (Roundabout and Magic Box) • Queens Child Guidance Program (OST): An after school program with academic, recreational, and meal components. • Emergency Resource Room and Counseling Services: A one to one service for general education students identified by the principal and the PPC as being 'at risk.' Short term (10 weeks) intervention based on student need. • Wilson Program: A phonics based program which provides academic support for the neediest students in the area of reading. Identified students receive 5 periods of small group instruction with a teacher who has been specifically trained in the Wilson program. • Family Literacy Program: This is part of the evening program meets to promote family literacy. • Language Arts tutorials: after school small group instruction • Homework Help: after school small group tutoring

<p>Mathematics</p>	<ul style="list-style-type: none"> • Advisory Program: The extended day program which operates before school for mandated students in small groups. The focus is on literacy and math. • 21st Century Grant: clubs, enrichment • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • Emergency Resource Room and Counseling Services: For general education students identified by the PPC as being 'at risk.' Short term (10 weeks) intervention based on student need. • Homework Help: after school small group tutoring
<p>Science</p>	<ul style="list-style-type: none"> • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • ESL teachers will work directly with Science teachers in their classes during the school day. Science teachers will gain a familiarity with ESL instructional methods which they can incorporate within their own instructional program. ESL teachers will gain a familiarity with science vocabulary, jargon, and content so as to be able to incorporate supportive elements within their smaller ESL instructional groups. • Teachers plan for and provide differentiated instruction within the classroom setting in before and during settings. • Students, in small groups, receive ESL instruction and appropriate content area instruction as well. The target population is Title I LEP students. Instruction is provided on Saturday mornings for four (4) hours at IS 237. • Homework Help: after school small group tutoring
<p>Social Studies</p>	<ul style="list-style-type: none"> • CTT (Collaborative Team Teaching) Program provides differentiated instruction on a push in basis to AIS students during the regular school day. • Teachers plan for and provide differentiated instruction within the classroom setting. • Homework Help: after school small group tutoring
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Individual and small group counseling</p> <ul style="list-style-type: none"> • ERSS • AIS
<p>At-risk Services provided by the School Psychologist</p>	<p>Individual and small group counseling</p> <ul style="list-style-type: none"> • ERSS • AIS

At-risk Services provided by the Social Worker	None (Currently providing mandated services only)
At-risk Health-related Services	

**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.

IS 237 PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

IS 237 SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

25Q237 SY2012 RESPONSE PLAN FOR SINI
RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 25Q237 **School Name:** Rachel Carson Intermediate 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.

As indicated in the 2010-2011 New York State School Report Card (AOR), the LEP subgroup did not make AYP in ELA which resulted in the "Did not make AYP" final accountability measure.

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.

- ***Purchase Achieve 3000 computer program and components. Implement use within the instructional program.***
- ***Create push in and pull out ESL classes.***
- ***Classes to be organized for ESL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ESL teachers.***
- ***Leveled pull out small classes to be organized in which ESL teachers provide instruction.***
- ***Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ESL students face.***
- ***Teacher teams assess needs and develop strategies to support language instruction for ELL's during Advisory extended periods.***
- ***The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.***

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.
 - ***Organize and conduct parent workshops on Achieve 3000 for at home usage.***
 - ***Teachers attend workshops provided by CFN network.***
 - ***ESL teachers attend off site conferences.***
 - ***Teachers to receive training in Common Core Learning Standards as they relate to ELL's.***
 - ***Guide teachers in the development of test construction and questioning skills aligned with NYS standardized assessments.***
 - ***Familiarize teachers with test formats.***
 - ***Provide professional development for teachers to advance strategies which address content area instructional techniques for ELL's by principal and AP's in the area of writing skills.***

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

All new teachers are assigned mentors who have demonstrated success in improving student outcomes. Mentors will meet with new teachers twice a week. F-status personnel, assistant principals and mentors will assist new teachers in using data to identify and address the learning needs of ELLs and planning and implementing lessons that focus on differentiated instructional strategies. New teachers will attend workshops and participate in PD opportunities designed to improve teacher effectiveness.

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.
We will customize the Sample Parent Notification Letter to include specific information that relates to IS 237. In early January we will backpack letters, translated as needed, to our parent community informing them of our SINI status. English and translated versions of the letter also will be posted on our school website. A meeting to address parents' questions and concerns will be scheduled for mid-January. Administrators, teachers, bilingual guidance counselors and other personnel who can provide translation services will attend the meeting. If necessary, follow up meetings will be arranged.

APPROVED: CGH 12-21-11

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen	District 25	Borough Queens	School Number 237
School Name Rachel Carsen			

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

Principal Judith Friedman	Assistant Principal Jeannine Strong
Coach N/A	Coach N/A
ESL Teacher M. DeMauro/ESL	Guidance Counselor L. Levardsen/R. Tseng
Teacher/Subject Area Paula Izumi/ESL	Parent type here
Teacher/Subject Area E. Heintz/ESL	Parent Coordinator Shirley Bryant
Related Service Provider N. Chulpageva	Other type here
Network Leader Dan Purius	Other type here

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	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	1187	Total Number of ELLs	281	ELLs as share of total student population (%)	23.67%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part I. School ELL Profile

A. Language Allocation Policy Team Composition

- At this time the IS 237Q LAP team consists of Ms. Friedman, Principal, Ms. Strong, Assistant Principal, Ms. Bryant, Parent Coordinator, Ms. DeMauro, Ms. Heintz, Ms. Izumi (NYS certified ESL teachers).

B. Teacher Qualifications

- Currently there are six fully certified ESL teachers, five who work under their ESL license and one who holds the license but teaches a content area subject. There is one teacher who holds a Chinese bilingual extension license. There are 68 content area teachers who have ELL students in their classrooms who are not ESL certified.

C. School Demographics

- As of October 2011 there are 1187 students enrolled. Of these 281 students are ELLs, approximately 25% of the total student body.

1. The initial process used to identify ELL students begins with the admission of the HLIS form. This form is given to each parent who is registering a child for the first time into the NYC public school system. The HLIS is administered by a trained pedagogue. The pedagogue is also responsible for conducting an informal interview of the parents and/or child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS is given in the home language. If a parent is unable to understand the information being given or the questions being asked either a bilingual staff member or the Translation Unit is called for assistance. Currently there are five staff members qualified to partake in this process. These teachers are Marilyn DeMauro, Paula Izumi, Kathy Sansonia, Yat Leung and Erika Heintz, the ESL department. (When registration of new students takes place in August the Principal and the Assistant Principals are available to partake in the intake process.) Each qualified member was trained using the HLIS form, and therefore, understands the “formula” for reading the form accurately. The team was chosen because each member has prior experience with the intake process and holds an ESL license. When a new student is enrolled, an available, qualified pedagogue is called to assist with the intake. The team leader reviews the HLIS for accuracy and ensures that all content area teachers involved are aware of the language of correspondence preferred by the parent as per the last question on the HLIS. After the initial identification process is completed and a new student is determined to possibly be eligible for ESL services, the grade appropriate LAB-R is given. The LAB-R (Spanish LAB when applicable) is administered within 10 work days of the student’s admission. If a student is eligible for ESL services, as determined by the initial hand scored results of the LAB-R, a letter of invitation to attend a Parent Orientation is sent home in English and in the home language as per the NCLB Declaration of Rights for Parents of English Language Learners. If the home language is a low incidence language and is not available online the Translation Unit is called for assistance. During the Parent Orientation an open question and answer session occurs (with translators), the required Orientation Video for Parents of Newly Enrolled English Language Learners is shown and the Program Choices paperwork is completed by the parent. Parent Orientations are held during prep periods, before school and after school to meet the needs of the parents. A placement letter is given to the parent.

2. The structures in place to ensure that parents understand all three program choices available for ELL students are (initially) the Parent

Orientation and video. This orientation is given within 10 days of the student's enrollment. It is always held by the ESL teachers. A sign-in sheet is kept on file. An agenda with a clear purpose is given to the parents. It is available in multiple languages. Parents are told that although the only program in place at present is freestanding ESL, a bilingual or dual language class could be formed in the future if numbers warrant it.

"The purpose of this Parent Orientation is to inform and familiarize ELL parents about the different programs choices available in the NYC public school system for children so that they may be educated in the most viable and productive setting."

During the orientation the parents may ask questions to clarify the differences between the programs. Available staff members, who are multilingual, are invited as translators. Our Parent Coordinator Shirley Bryant is also invited to attend the Parent Orientations to assist with questions that the parents may have.

In addition, there are staff members who speak Greek, Italian, Bengali, Spanish, Hindi, Urdu, Punjabi and Chinese (Mandarin/Cantonese). Written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages. If a parent is invited to an orientation but does not attend, a second request is mailed to the home and a phone call is made. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12. If a parent needs a specific time to attend, efforts are made to rearrange their schedules to accommodate the need of the parent. This can be done before school or during dismissal, during parent-teacher conferences or during a time when the ESL teacher is conducting an after school activity such as a Title III program.

Clear and accurate records are kept of all Parent Orientation dates, sign-in sheets, and individual meetings. All contacts are recorded and all paperwork is copied. Parent Orientations are held multiple times every year as new ELL students are enrolled. They are held during varied times and days of the week to meet the availability of the parents.

3. Describe how your school ensures that entitlement letters are distributed and all program selection forms are returned?
Entitlement letters are distributed by the ESL teachers.

A copy of the letter is kept in the teachers' files. They are sent home with the eligible student in their home language. Parent selection forms are filled out and returned during the Parent Orientation after watching the Parent Orientation Video. The video provides an explanation of programs to the parents in their native languages. Additionally, bilingual guidance counselors are available at the parent orientation. Copies of all related ELL related paperwork are kept on file in the office of the the ELL point person, Marilyn DeMauro. This includes HLIS forms, entitlement letters, placement letters, continued intitlement letters and non-entitlement letters as a result of passing the NYSESLAT and or the LAB-R. If parents do not return the Parent Selection form they are contacted by phone, with the assistance of a translator, and the importance and purpose of returning these forms are explained. It is also made clear of the the "default" program selection that the child may be placed in if the forms are not returned. ESL teachers attending parent-teacher conferences will also utilize that time to meet with parents who did not return the Parent-Selection form. At this time most of the parents who attended the Parent Orientation have opted for the Freestanding ESL program. The parents who did not choose Freestanding ESL were informed that if the numbers warrant their Parent Selection choice in the future, a class will be created.

4. Describe the criteria used and the procedures followed to place ELL students in bilingual or ESL instructional programs.

ELL students who are eligible to be tested are identified initially through Home Language Surveys, and then tested using the LAB-R. At this point, students are placed into available programs selected by their parents. Brochures are distributed in the correct home language and the parents can view the video in their language as well. Parents are informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Parents are also invited to attend additional workshops throughout the year where they may learn about the new core curriculum, standards, assessments, and how to help their children at home. Translators are used whenever available.

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?

Parent selection forms over the past few years have indicated a consistent and overwhelming preference for Freestanding ESL placement. That is the current trend.

6. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Define specific steps underway.

I.S. 237 offers Freestanding ESL, which is directly aligned with parent requests. The parents are told that if enough parents choose the Bilingual or Dual Language program, another type of program will be offered. However, in 2010-11, 26 out of 39 parents opted for Freestanding ESL, and this year 16 out of 20 parents have opted for this choice. Thus, since the majority of parents requested Freestanding ESL as their program choice, ESL is the program model in place.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	281	Newcomers (ELLs receiving service 0-3 years)	229
SIFE		ELLs receiving service 4-6 years	37
		Special Education	32
		Long-Term (completed 6 years)	15

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	229	0	13	37	0	15	15	0	4	281
Total	229	0	13	37	0	15	15	0	4	281

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							13	10	16					39
Chinese							60	53	94					207
Russian							0	0	0					0
Bengali							2	3	0					5
Urdu							5	6	2					13
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	1	1					2
Punjabi							1	0	0					1
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	6	7					14
TOTAL	0	0	0	0	0	0	82	79	120	0	0	0	0	281

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

PART IV

How is instruction delivered?

1a. and b.

(a) The organizational models for the ESL programs are Push-in and Pull-Out. I.S. 237 runs an eight period day. The school hours are 8:00 – 2:57 on Mondays through Thursdays. The school hours are 8:00 – 2:20 on Fridays. This includes A.M. and P.M. homeroom and 37.5 minutes for extended day advisory.

ESL students who are beginners or intermediate, receive eight periods a week of instruction. Advanced students get four periods a week. Time is allotted for passing between classes. All ELL students are receiving at least the minimum required minutes of service in accordance with the NYS mandates. Sixth, seventh and eighth grade beginners and intermediates receive 360 minutes. Sixth, seventh and eighth grade advanced students receive 180 minutes. Sixth grade beginners and advanced are in a pull-out model. Sixth grade intermediates are in a push-in model. Seventh grade beginners are either in a push-in or pull out model depending on their homeroom. Seventh grade intermediate are in a push-in model. Seventh grade advanced are in a pull-out model. Eighth grade beginners are either in a push-in or pull-out model depending on their homeroom. Eighth grade intermediates are in a push-in model. These models also include all ELL students who are special education and former x-coded students. All special education ELLs are in a pull-out program.

(b) When the ELL students are in their content area classes they travel together as a group. The Special Education students are grouped by proficiency, not by grade.

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 (as shown above)?

Advanced students in grades six through eight receive 4 periods of ESL instruction per week. Beginner and intermediate students receive 8 periods of ESL instruction, fulfilling New York State mandates, specifically, CR Part 154. Currently we have five licensed ESL teachers. Our program is a push-in/co-teach model including beginners and intermediate level students. Content area instruction is delivered within CTT classes with both content area and ESL teachers. Since there is a greater number of ELL students on the 8th grade level, more than one CTT class is designated. There are five licensed/certified teachers serving the classes with the push-in model. Three CTT-ELL classes are heterogeneous, consisting of beginner and intermediate students. One CTT class (6th grade) is homogenous, consisting of 29 intermediate students. These classes receive from 13 to 15 periods of CTT instruction with a content area teacher and an ESL teacher. Special Education students that are in various self-contained classes are pulled out into small groups according to their level

A. Programming and Scheduling Information

and served the mandated periods according to their level. In addition, students with IEPs receive services in accordance to their IEP mandates regarding group size and in order to maximize scheduling. All other ELLs are served by the pull-out model with eight periods a week for beginners and four periods for advanced, aligned with NYS CR Part 154.

3. Describe how the content areas are delivered in the program model. Please specify the language and the instructional approaches to make content more comprehensible and to enrich language development.

To create an environment that will provide a positive learning experience in the content areas teachers are first informed of each ELL student's English level as per the data derived from the NYSESLAT. The content is then made more comprehensible for second language learners through hands-on activities and visuals. The content areas are delivered in the program model through the use of charts, pictures, diagrams, manipulatives, posters, real objects, flash cards, and computer visuals (Smart Board and Lap Tops). "Think-A-Louds" and "Read-A-Louds" are modeled. This is supported with bilingual libraries, bilingual dictionaries and content area bilingual word to word glossaries. The language of delivery for content areas is mostly English. Differentiated instruction is used to meet the needs of the students. In all classes throughout the school, content area teachers have received staff development in strategies for modifying instruction for ELLs and implementing ESL methodology; i.e., scaffolding, bilingual word walls, bilingual glossaries, technology, graphic organizers and differentiation based on the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

One system in place to ensure that all ELLs are appropriately evaluated in their native languages is the Spanish LAB-R. This is administered within the first 10 school days of the child's initial registration into a NYC public school. In addition NYS math and science exams are available in a multitude of languages. These are ordered in accordance to the native language needs of the ELL students. When a student speaks a low incidence language that is not available as a translated NYS exam, a translator is utilized from the DOE Translation Unit.

5. How do you differentiate instruction for ELL subgroups?

(a) Describe your instructional plan for SIFE?

At this time there are no students with a designation of SIFE at this school.

(b) Describe your plan for ELLs in US schools less than three years (newcomers).

ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase BICS and CALP vocabulary, spelling, grammar, and critical thinking skills. They also have access to ESL based technology. This includes a wide range of online websites, Rosetta Stone and Achieve 3000. These students are grouped together to allow for more individualized attention from the teachers. In addition, students are acclimated to life in the USA during expeditionary trips outside of the building and through developing social skills by speaking with teachers and peers. There are also extended day programs available before and after school. In order to prepare the newcomers for the ELA exam we utilize the book series "3 Steps to Reading Success: A Beginner's Guide to Test Taking," which has a heavy emphasis on developing listening, reading and writing skills through test prep strategies. TPR is also used when appropriate.

(c. d.) Describe your plan for ELLs receiving 4-6 years service and long-term ELLs.

IS 237 provides all ELLs with 4-6 years of service and all long-term ELLs with any and all interventions available. Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. We enhance language development using

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%	100%
75%	75%
50%	50%
25%	25%
Native Language Usage/Support	Dual Language
100%	100%
75%	75%
50%	50%
25%	25%
Native Language Usage/Support	Freestanding ESL
100%	100%
75%	75%
50%	50%
25%	25%

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs In ELA, Math and other subject areas. Please list the range of intervention services offered in your school for the above areas as well as language(s) in which they are offered.

Intervention services for ELLs throughout the year, focus on each ELL specific area of weakness. The information for targeting the student's weaknesses are found on ARIS, state ELA scores, state math scores, the NYSESLAT, Acuity and in class ongoing assessments. For all subject areas, teachers assess students on an ongoing basis using both formative and summative assessments.. Teachers keep updated portfolios with test scores, samples of student work, as well as any other form of intervention that takes place. This includes communication with parents and any staff member who is involved in the students' academic success. This is accomplished during the "house" meeting. Each house is comprised of the grade A.P., the content area teachers who share specific classes, and ESL teachers. During the house meetings there is delivery of differentiated content materials. The house structure enables teachers to share best practices and plan for effective ways to address students' individual strengths and weaknesses. ESL teachers attend the house meetings to address language-related instructional issues as well as issues that relate to the individual needs of students receiving ESL instruction, such as classroom testing and ways to scaffold and differentiate instruction. During the house meetings recommendations are made for SETTS and other related services for ELLs with IEPs. These interventions include:

During School Hours-

- Tutorials (both teacher-student tutoring and peer tutoring)
- Small Group Instruction
- Differentiated Instruction
- Facilitation extended test times in classroom settings
- SETTS

Before/After School Hours-

- Title III after-school programs
- ELL Advisories in Content Areas
- OST Homework Help
- Evening Programs for students and parents

Cooperative learning technology is implemented throughout the school for ELLS, including the software programs Rosetta Stone, Achieve 3000, and Brain Pop. Smart Boards are accessible in the content area classrooms to scaffold instruction and provide interactive learning for ELLs.

9. Describe your plan for continuing transistional support (2 years) for ELLs proficient on the NYSESLAT.

Transitional support is provided for an additional two years for ELL's who have attained proficiency on the NYSESLAT exam. All content area teachers are given a list of formers ELLs. These students receive the following test modifications on all formal and informal assessments: 1.5 time during all exams, testing in a separate location, usage of bilingual glossaries, and any listening passages read a total of three times on ELA exam. In addition, an A.M. extended time advisory is available for those former ELLs who have attained a level 1 or level 2 on the previous years state exams.

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs In ELA, Math and other subject areas. Please list the range of intervention services offered in your school for the above areas as well as language(s) in which they are offered.

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During School Hours-

- Tutorials (both teacher-student tutoring and peer tutoring)
- Small Group Instruction
- Differentiated Instruction
- Facilitation extended test times in classroom settings
- SETTS

Before/After School Hours-

- Title III after-school programs
- ELL Advisories in Content Areas
- OST Homework Help
- Evening Programs for students and parents

Cooperative learning technology is implemented throughout the school for ELLs, including the software programs Rosetta Stone, Achieve 3000, and Brain Pop. Smart Boards are accessible in the content area classrooms to scaffold instruction and provide interactive learning for ELLs.

9. Describe your plan for continuing transitional support (2 years) for ELLs proficient on the NYSESLAT.

Transitional support is provided for an additional two years for ELL's who have attained proficiency on the NYSESLAT exam. All content area teachers are given a list of former ELLs. These students receive the following test modifications on all formal and informal assessments: 1.5 time during all exams, testing in a separate location, usage of bilingual glossaries, and any listening passages read a total of three times on ELA exam. In addition, an A.M. extended time advisory is available for those former ELLs who have attained a level 1 or level 2 on the previous years state exams.

10. What new programs or improvements will be given for the upcoming school year?

The program that may be considered for the upcoming school year (depending on the budget) is an Afterschool program targeting long-

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?
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Describe your targeted intervention programs for ELLs In ELA, Math and other subject areas. Please list the range of intervention services offered in your school for the above areas as well as language(s) in which they are offered.

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During School Hours-

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- SETTS

Before/After School Hours-

- Title III after-school programs
- ELL Advisories in Content Areas
- OST Homework Help
- Evening Programs for students and parents

Cooperative learning technology is implemented throughout the school for ELLS, including the software programs Rosetta Stone, Achieve 3000, and Brain Pop. Smart Boards are accessible in the content area classrooms to scaffold instruction and provide interactive learning for ELLs.

9. Describe your plan for continuing transistional support (2 years) for ELLs proficient on the NYSESLAT.

Transitional support is provided for an additional two years for ELL's who have attained proficiency on the NYSESLAT exam. All content area teachers are given a list of formers ELLs. These students receive the following test modifications on all formal and informal assessments: 1.5 time during all exams, testing in a separate location, usage of bilingual glossaries, and any listening passages read a total of three times on ELA exam. In addition, an A.M. extended time advisory is available for those former ELLs who have attained a level 1 or level 2 on the previous years state exams.

10. What new programs or improvements will be given for the upcoming school year?

The program that may be considered for the upcoming school year (depending on the budget) is an Afterschool program targeting long-term ELLs who are having trouble attaining proficiency on the Reading and Writing portions of the NYSESLAT, and having

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

	Beginning	Intermediate	Advanced
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)?		
n/a			

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

	Beginning	Intermediate	Advanced
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.		
1.	<p>Describe the professional development plan for all personnel of ELLs at the school.</p> <p>There is a multifaceted plan for providing ongoing support for all teachers in the development of strategies geared towards maximizing the educational experience for ELLs. ESL teachers attend conferences throughout the Metropolitan area in order to support academic growth for ELLs. For example, Quality Teaching for English Learners (QTEL) workshops, which emphasize the most current and effective research-based methodologies. Department of Education Staff developers offer workshops such as English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement which offers opportunities for participants to consider the different issues involved with diversity, disabilities, and special education. Some ESL teachers attend the NYS TESOL Convention and turnkey best practices.</p> <p>Department of Education Staff developers offer workshops where a staff developer is sent to the school to coach into an ELL SETTs class and make suggestions during the actual class time. In addition, SESIS training was offered in house to help teachers get familiarized with recording attendance and viewing electronic IEPs for ELLs-SWDs.</p>		
2.	<p>What support do you provide staff to assist ELLs as they transition from elementary to middle school and/or middle to high school?</p> <p>I.S. 237 offers support for incoming sixth grade students and their parents. They are invited to an open house which is held during the late spring every school year. They are offered a guided tour of the school building by our principal and assistant principals, introduced to potential teachers, offered information about curriculum, programs and extra curricular activities, and are allotted time for a question and answer session. Bilingual teachers, guidance counselors and staff members are on hand to assist with translation. All printed information is available in multiple languages.</p> <p>The support available to the eighth grade students transitioning from middle school to high school comes directly through our guidance office. Our guidance counselor has individualized articulation with the students to assist them with the high school application process. Mailings are sent home, in multiple languages, informing parents of upcoming open house events and high school fairs. I.S 237 has also hosts several evening workshops to assist parents with the complicated process of choosing an appropriate high school for their child and completing the application process.</p> <p>Assemblies are scheduled in which guidance counselors, assistant principals and other high school representatives are invited to speak with parents and students about the programs and extracurricular activities offered in their schools.</p>		
3.	<p>Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers).</p> <p>There is ongoing ELL training for all staff at I.S. 237. This training exceeds the minimum 7.5 hours required. Staff is given various workshops on Election Day and Brooklyn Queens Day. These workshops may include but are not limited to Achieve 3000, Rosetta Stone, QTEL, BOCES and BETAC, Developing Academic Language workshops and Writing for ELLs workshops. At house meetings, teachers share knowledge of differentiation and classroom modifications with all teachers.</p>		

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%	

E. Parental Involvement

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

1. Describe parent involvement in your school, including parents of ELLs.

Parental involvement is ongoing throughout the school year. Parents are invited to all school activities, workshops, and house meetings. In addition we invite parents to a quarterly “ELL parent/teacher Meet and Greet” orientation. Parents are also invited to attend additional workshops throughout the year where they may learn about the new Common Core Learning Standards, assessments, and reading and writing strategies so they may support their children at home. I.S. 237 will offer an after school program specifically designed for the parents of ELLs who wish to improve their English skills. All parent notices, information, letters and calendars are sent home in a multitude of native languages.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Community Based Organization that provides workshops and/or services for ELL parents is the Rachel Carson Community Center which offers a family literacy program.

3. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through communication with the Parent Coordinator, the bilingual guidance counselors, the NYC/DOE School Survey, through communication during Parent/Teacher Conferences and during Parent Orientations.

4. How do your parental involvement activities address the needs of the parents?

The workshops, orientations, after-school center and Parent/Teacher conferences are directly aligned with the parents needs as per their requests both verbally and through data from the surveys.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- OST Homework Help
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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
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)?

n/a

D. Professional Development and Support for School Staff

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

1. Describe the professional development plan for all personnel of ELLs at the school.

There is a multifaceted plan for providing ongoing support for all teachers in the development of strategies geared towards maximizing the educational experience for ELLs. ESL teachers attend conferences throughout the Metropolitan area in order to support academic growth for ELLs. For example, Quality Teaching for English Learners (QTEL) workshops, which emphasize the most current and effective research-based methodologies. Department of Education Staff developers offer workshops such as English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement which offers opportunities for participants to consider the different issues involved with diversity, disabilities, and special education. Some ESL teachers attend the NYS TESOL Convention and turnkey best practices.

Department of Education Staff developers offer workshops where a staff developer is sent to the school to coach into an ELL SETTs class and make suggestions during the actual class time. In addition, SESIS training was offered in house to help teachers get familiarized with recording attendance and veiwng electronic IEPs for ELLs-SWDs.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school and/or middle to high school?

I.S. 237 offers support for incoming sixth grade students and their parents. They are invited to an open house which is held during the late spring every school year. They are offered a guided tour of the school building by our principal and assistant principals, introduced to potential teachers, offered information about curriculum, programs and extra curricular activities, and are allotted time for a question and answer session. Bilingual teachers, guidance counselors and staff members are on hand to assist with translation. All printed information is available in multiple languages.

The support available to the eighth grade students transitioning form middle school to high school comes directly through our guidance office. Our guidance counselor has individualized articulation with the students to assist them with the high school application process. Mailings are sent home, in multiple languages, informing parents of upcoming open house events and high school fairs. I.S 237 has also hosts several evening workshops to assist parents with the complicated process of choosing an appropriate high school for their child and completing the application process.

Assemblies are scheduled in which guidance counselors, assistant principals and other high school representatives are invited to speak with parents and students about the programs and extracurricular activities offered in their schools.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers).

D. Professional Development and Support for School Staff

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The support available to the eighth grade students transitioning from middle school to high school comes directly through our guidance office. Our guidance counselor has individualized articulation with the students to assist them with the high school application process. Mailings are sent home, in multiple languages, informing parents of upcoming open house events and high school fairs. I.S 237 has also hosts several evening workshops to assist parents with the complicated process of choosing an appropriate high school for their child and completing the application process.

Assemblies are scheduled in which guidance counselors, assistant principals and other high school representatives are invited to speak with parents and students about the programs and extracurricular activities offered in their schools.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers).

There is ongoing ELL training for all staff at I.S. 237. This training exceeds the minimum 7.5 hours required. Staff is given various workshops on Election Day and Brooklyn Queens Day. These workshops may include but are not limited to Achieve 3000, Rosetta Stone, QTEL, BOCES and BETAC, Developing Academic Language workshops and Writing for ELLs workshops. At house meetings, teachers share knowledge of differentiation and classroom modifications with all teachers.

E. Parental Involvement

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

1. Describe parent involvement in your school, including parents of ELLs.

Parental involvement is ongoing throughout the school year. Parents are invited to all school activities, workshops, and house meetings. In addition we invite parents to a quarterly "ELL parent/teacher Meet and Greet" orientation. Parents are also invited to attend additional workshops throughout the year where they may learn about the new Common Core Learning Standards, assessments, and reading and writing strategies so they may support their children at home. I.S. 237 will offer an after school program specifically designed for the parents of ELLs who wish to improve their English skills. All parent notices, information, letters and calendars are sent home in a multitude of native languages.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The Community Based Organization that provides workshops and/or services for ELL parents is the Rachel Carson Community Center which offers a family literacy program

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?

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The Community Based Organization that provides workshops and/or services for ELL parents is the Rachel Carson Community Center which offers a family literacy program.

3. How do you evaluate the needs of the parents?
The needs of the parents are evaluated through communication with the Parent Coordinator, the bilingual guidance counselors, the NYC/DOE School Survey, through communication during Parent/Teacher Conferences and during Parent Orientations.

4. How do your parental involvement activities address the needs of the parents?
The workshops, orientations, after-school center and Parent/Teacher conferences are directly aligned with the parents needs as per their requests both verbally and through data from the surveys.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							27	31	52					110
Intermediate(I)							32	27	39					98
Advanced (A)							24	23	26					73
Total	0	0	0	0	0	0	83	81	117	0	0	0	0	281

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							4	11	18				
	I							22	25	36				
	A							32	24	34				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							13	5	26				
	B							19	22	50				
	I							30	26	18				
	A							9	12	26				
	P							0	5	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	36	18	1	0	55
7	39	7	1	0	47
8	66	24	0	0	90
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	6	0	20	0	29	0	17	0	72
7	2	5	4	17	0	17	0	14	59
8	3	2	16	10	0	29	2	17	79
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	3	2	15	34	18	42	5	2	121
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

New York State Regents Exam

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

Native Language Tests

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

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

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.

Part Five: Assessment Analysis

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, ELSOL, 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.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Friedman	Principal		
Jeannine Strong	Assistant Principal		
Shirley Bryant	Parent Coordinator		
Marilyn DeMauro	ESL Teacher		
	Parent		
Erika Heintz, ESL Teacher	Teacher/Subject Area		
Paula Izumi, ESL Teacher	Teacher/Subject Area		
	Coach		
	Coach		
Rosalind Tseng	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q237 School Name: 237

Cluster: 3 Network: 208

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

Part A: Needs Assessment Findings

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

IS 237 uses a variety of data to assess our school's written translation and oral interpretation needs as follows:

1. Home Language Information Surveys
2. Ethnic data from ATS-generated school reports (RHOB, RHLA)
3. ESL Program enrollments
4. In-class surveys of language needs
5. IEPs to determine language needs of special education students as well as those who receive related services.
6. Parent coordinator often assists in identifying written translation and oral interpretation needs of parents.

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.

The major non-English speaking language groups in IS 237 needing translation and interpretation services are Mandarin and Cantonese Chinese. This is followed by a need for Spanish, Hindi, Urdu and Punjabi language services. This information is disseminated to staff during faculty and department conferences, in written notices and during meetings with parents. Parents receive this information via written notices and phone messages delivered in their native languages, conferences with school personnel during which times an interpreter is present, during ESL orientation sessions and during parent workshops.

Part B: Strategies and Activities

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

Using a variety of translation services (in-house, outside vendors, parent volunteers, DOE website, and internet) we translate information regarding school-wide activities, after-school programs, school trips, enrichment programs, student supply lists, flyers and important official notifications such as report cards, parent orientation meetings for ELLs, parent surveys (for program choice), parent program notification letters (i.e. entitlement letters, brochures) and parent workshops. We also ensure that all HLIS forms are given out in the parents' preferred language at registration.

We ensure the timely provision of translated documents to parents by organizing and planning in advance for the language services we will need as indicated through data collection, polls and surveys.

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

We provide most oral interpretation services utilizing staff members including guidance counselors, para professionals, teachers, school aides as well as parent volunteers. We also use the Translation and Language Interpretation Unit on an as needed basis. If necessary we allocate funds for translation services if no other translators or resources are available.

Oral translators are on hand for Parent Teacher Conferences, IEP meetings, individual parent meetings, and for phone calls home in cases of student illness or to inquire about absence and other issues as they arise.

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>.

We fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways:

Provide each parent whose primary language is a covered language, and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services.

Post in a conspicuous location, at or near the primary entrance to such school, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

If the parents of more than 10% of the children speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section, and shall post and provide such forms in accordance with this section.

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: Rachel Carson IS 237	DBN: 25Q237
Cluster Leader: Charles Admunsen	Network Leader: Daniel Purus
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ✱Other: Evening
Total # of ELLs to be served: 80 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

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: We are providing supplementary after school classes to our beginner and intermediate LEP students to accelerate their acquisition of English language skills. Classes will be held on Tuesday, Wednesday and Thursday from 3:00 to 5:00 PM for a total of six hours a week for twenty weeks. There will be one sixth, one seventh and one eighth grade class. A teacher team comprised of one ESL and two ELA teachers will teach the classes on a rotational basis such that the ESL teacher will provide instruction to each of the three groups for part of the two hour session. All instruction will be in English using NYSESLAT Test Prep, Skill Sharpeners and web-based programs.

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: All teachers in the school receive ongoing professional development with regard to instructing ELLs. ESL teachers attend weekly House teacher team meetings to inform content area teachers about effective strategies that may be implemented in subject classes. ESL teachers will attend the series of six CFN 208 workshops focusing on instructing ELLs using cognitively demanding tasks and will turnkey information to staff. Achieve 3000 personnel will provide professional development sessions on enhanced applications of the program and on improved data tracking tools to help teachers better assess students' progress. Teachers also receive SMART Board and other training in the use of technology. The ESL supervisor and ESL teachers attended the NYS TESOL conference earlier in the year.

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: A licensed ESL teacher and a licensed English language arts teacher will co-teach evening classes twice a week for students and family members to support their efforts in acquiring English literacy skills. It is expected that fifteen to twenty families will attend. Classes will be held on

Part D: Parental Engagement Activities

Monday and Wednesday evenings from 6:00 to 8:30 PM for a total of five hours a week for twenty weeks. A portion of each session will be used to instruct students and their families together, to encourage them to share and what they learn in Family Literacy use at home and in the community. Some of the strategies employed will include using formal and informal dyads, reading and speaking about current events, and listening to passages and answering related questions. At other times during the evening classes, students and their families will be instructed separately to better address the language acquisition needs of each population, e.g., adult instruction will emphasize civics, such as filling out applications for licenses, social security cards, etc. Notices about the program translated into different languages will be backpacked home, given to families during parent-teacher meetings and distributed directly to students. We will post the sme information on our school website and send phone messages. Our parent coordinator is available to provide additional information and assist parents as needed.

Part E: Budget

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

Allocation Amount: \$

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

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.
TOTAL		