



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** RACHEL JEAN MITCHELL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):  
23K137

PRINCIPAL: ZINA COOPER- WILLIAMS

EMAIL: [ZCOOPER@SCHOOLS.NYC.GOV](mailto:ZCOOPER@SCHOOLS.NYC.GOV)

SUPERINTENDENT: AINSILE CUMBERBATCH

### 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
Zina Cooper- Williams	*Principal or Designee	
Michel Mok	*UFT Chapter Leader or Designee	
Ervin Charles	*PA/PTA President or Designated Co-President	
Geraldine Walters	DC 37 Representative, if applicable	
Marian Burton	Member/UFT/ chairperson	
Claudette Bolen	Member/UFT	
Linda Sedda	Member/UFT	
Amanda Escourse	Member/parent	
Nayda Charles	Member/parent	
Lola Lundy	Member/parent	
Laquanda Small-Bell	Member/parent	
Tondaleia Gates	Member/parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

*By June 2013, the number of students scoring at levels 3 and 4 on the NYS ELA exam in grades 3 – 8 will increase by 2%-4% from 35.2% during the 2011-2012 school year to between 37.2 % and-39.2 percent during the 2012 - 2013 school year.*

### **Comprehensive needs assessment**

There has been an overall increase of students scoring levels 3 and 4 in ELA for the 2011-2012 school year based on the data. The variables including increased scale scores ranged by grade; and realignment of the state tests to include the Common Core Learning Standards, result in reduced accuracy in data comparison. Data from the Acuity Assessments practice NYS assessments, benchmark assessments and classroom assessments reveal that some students retain content taught and use information appropriately. Despite the overall increase in scoring levels the students continue to underperform in areas that required critical thinking, analysis of various text and making connections. The reading skills that have been identified for improvement are: figurative language, context clues, drawing conclusions, inference, comprehending and evaluating informational text. The use of higher ordered vocabulary is an area of concern. The need to improve writing and reading writing conventions is a school wide focus.

The number of ELL students in grades 3-8 is 4.7% of the population. Due to the lack of formal education and foundational native language skills, these students struggle with grade level reading and comprehension on performance tests. The percentage and ratio of student with IEPs in grades 3-8 is 23%. These students display a lower reading comprehension and fluency level with many variables contributing to the data.

### **Instructional strategies/activities**

Instruction in language arts is provided to students in grades Pre-K through eight. The Reading Street Common Core program is used for grades Pre-K through five and Prentice Hall Literature Common Core Edition for grades six through eight. Balanced Literacy prototypes are used school wide supported by the Read 180 and Words Their Way programs. Our reading curriculums develop student ability to analyze all genres of literature with emphasis on informational text. School wide focus is on developing higher order vocabulary, looking at student work, and improving comprehension. Students are grouped according to level of performance and ability. Trade books and leveled readers are used to differentiate instruction. Smart Boards and software are used to create an interactive, student-centered environment. Teachers track students using benchmark and I-Ready assessments targeting specific performance skills based on periodic monitoring and progress. Individualized assignments are given to improve specific skills. Struggling students are selected for after school intervention and Saturday Academy. Students are targeted for pull out or push in AIS support based on scores for the 2011-2012 school year and item analysis trends.

A variety of teaching strategies are used to address all learning styles. Through these strategies teachers continue to increase student

self-awareness of their progress in learning. The process begins at the Early Childhood level where students are encouraged to engage in reflection and conference with teachers about their progress. Social skills and routines are incorporated into daily instruction preparing students to work collaboratively. Critical thinking skills are a constant goal of student practice and clear expectations guide this self-awareness.

ELA model consists of 4 classroom periods, 2 for ELA balanced Literacy using Reading Street in grades K-5 and Prentiss Hall for grades 6-8 . Skills, Conventions research and inquiry included in this block are aligned to the Common Core Learning Standards. New York Ready Instruction will be 3 classroom periods per day to prepare students for new alignment of Common Core Standards in the new York state assessments. Reading Street Instruction /Performance Tasks ,one class period per day.

Parental involvement supports student progress and alignment to school goals.

ARIS, Unit Assessment, and Benchmark assessments drive instruction. Teachers meet in teams to design and determine targeted lesson plans based on assessments. Ongoing professional development supports alignment to the Common Core and using data in program planning and lesson design. Information is shared across grade levels at Grade meetings. Daily snapshots, walkthroughs, informal and formal observations by administrators provide ongoing feedback for teachers. The lead teacher supports lesson planning, individualized coaching and functions as a resource for teachers needing additional support. Formative and Summative assessment data is used to target student needs, plan AIS, enrichment, and or grade level activities. Inquiry team targets struggling students on levels 1 and 2 for foundational reading skills and literacy through writing.

Content areas teachers meet to collaborate with ELA and Math teachers to develop student proficiency in evaluation, synthesis and application of information. This collaboration enables teachers to reinforce skills and themes taught in core subjects. Evidence of increased student engagement is demonstrated by students participating in our arts programs including: theatrical performances, music, dance and visual arts. Students experience educational field trips across content areas and grade levels.

Teacher Team meetings allow for more cohesive curriculum planning. Grade leaders communicate across grades during common planning time and at grade meetings. Discussion promotes cross curricular consistency of instruction. Project based learning is designed to scaffold instruction and to make meaningful connections. Common Core learning standards and performance tasks are being integrated into daily planning. Team grade leaders share ideas and collaborate on classroom practices and to relate relevant information. Weekly common planning increases collaboration and best practices. Ideas and practices are shared across grades and disciplines. Implementation of data driven instruction continues school wide. Professional development is presented by administrators, the lead teacher, instructional lead teachers, coaches, network specialist, teachers and support staff. Areas of inquiry include: using data to differentiate instruction, implementing Common Core learning standards, depth of knowledge, curriculum planning, activity based research projects (performance task). Increased time is needed for feedback, reflection and discussion. The lead teacher and instructional lead teachers will push in to model skills, lesson planning and strategies in the classrooms.

**Strategies to increase parental involvement**

Parent workshops will be part of curriculum planning in order to gain more parental involvement and support for student academic performance and character building.

**Budget and resources alignment**

• Indicate your school’s Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X \_\_\_\_\_ Tax Levy    X \_\_\_\_\_ Title I    X \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

As part of The No Child Left Behind Act (NCLB) our goal is to raise academic standards, and close achievement gaps. We are a Phase 1 School. All students zoned for our school are eligible to attend including students with special education needs. To ensure that students with disabilities are educated alongside age appropriate peers in a general education classroom we have an Integrated Co-Teaching Class (ICT). This class consists of one general education teacher and one special education teacher, reducing student/teacher ratio. We have a full day Pre –Kindergarten program in our school, building foundational skills early, in alignment with the CCLS, to ensure our students receive rigorous instructional tasks that will prepare them for the upper grades, high school, college and a future career. We have a response to intervention program (RTI) and academic intervention services (AIS) for our ELA and Math Programs including: extended time, small group instruction, after school and Saturday school. At risk students are targeted, administered a diagnostic assessment and item analysis is performed by the teacher. Academic goals are set and an action plan is developed. Teachers differentiate instruction focusing on the needs of each student, and integrate technology into lessons to address different modalities and learning styles. Selected students in grades 7 and 8 participate in a writing workshop designed to enrich and build upon their existing skills. All of the programs during the school day are daily as are the at risk programs. The after school and RTI programs are ongoing throughout the school year. Special education students attend regular education classes during the ELA and Mathematics block.

Ongoing on and off-site professional development opportunities are available to our teachers and service providers. Current professional development opportunities are focused on the Common Core Learning Standards (CCLS), looking at student work and improving teacher effectiveness. Our teachers are part of the decision making process and provide feedback to administration as part of our ongoing PD opportunities. We utilize the talents of our teachers, our Network and outside consultants to implement professional development.

Funding from Highly Qualified (SWP) is used to hire educational consultants for professional development. Children First Network resources are utilized to support teachers training. Per Diem funding is used to cover classrooms for professional development workshops and per session funding for afterschool academic intervention for grades 1-8.



## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

*By June 2013, the number of students scoring at levels 3 – 4 on the NYS Math exam in grades 3 – 8 will increase by 2%- 5% from 40.9% during the 2011– 2012 school year to between 42.9 % and 45.9 % during the 2012 – 2013 school year.*

### **Comprehensive needs assessment**

There has been an overall increase of students scoring level 3 and 4 on the NYS Math test for the 2011-12 school year. The variables including increased scale scores ranged by grade; and realignment of the state tests to include the Common Core Learning Standards, result in reduced accuracy in data comparison. Data from the Acuity Assessments practice NYS assessments, benchmark assessments and classroom assessments reveal that some students retain content taught and use information appropriately. To mitigate decline in performance strands per grade as difficulty level increases, inquiry continues to focus on number concepts for grades 3-5 and multi- step problem solving and critical thinking skills school wide.

### **Instructional strategies/activities**

Everyday Math in grades 3-5 and Impact Math 6-8 are used along with Problem Solving and Strategies To Achieve Math Success ,I Ready, Ready, and Solve –it . The additional resources offer additional support for students based on need. Math software for Smartboard instruction is an additional resource for skill intervention. Data is interpreted to target specific skills and for student grouping. This data is also used to analyze trends, influence specific student achievement in Math and integrate performance in other content and core subject areas. Math instruction during the school day takes place in a 2 class periods. The critical thinking skills and problem solving are a focus within the math curriculum

Students who perform above level on state exams, unit exams and benchmarks participate in Integrated Algebra Regents Class. Administration, math coach, teachers and support staff collaborate to increase critical thinking and problem solving skills in math. Field trips enrich the curriculum and contribute to experiential learning. Smartboards and software help to establish an engaged interactive classroom environment. Teachers increase student awareness through conferences with students, setting student directed goals and through collaborative learning.

Student centered activities promote critical thinking skills. Performance tasks give students in depth practice of these skills. Using math manipulatives and real world problem solving prepare students to be able to make practical applications in math.

Curriculum mapping that is NYS standards based and aligned to the Common Core Learning Standards enhances coherent lesson planning as defined in the Citywide Instructional Expectations for this year. Acuity, I Ready and school created exams are used to monitor student progress and to target specific skills for improvement. Support is provided after school based on individual need. It is critical that students experience a variety of teaching strategies to address all learning styles. Student awareness of their progress in learning is part of a continuum that begins at the Early Children Childhood level. Social skills and routines are reinforced and

incorporated into daily instruction to prepare students to work collaboratively in the upper grades. Math skills are embedded within all curriculums.

Professional development with focus on math strands, problem solving, depth of knowledge, performance tasks, and Math Common Core Learning Standards will be facilitated by administrators, the math coach and teachers. The Math coach pushes in to classrooms to support instruction. Professional development focused on intervention strategy will help support students who have IEPs and ELLs. Strategies to help regular classroom teachers and special education teachers collaborate and ease mainstreaming of IEP students as part of Phase I is ongoing.

**Strategies to increase parental involvement**

We have taken steps to increase parent involvement by strengthening parent outreach and communication through School Messenger, Learning Leaders Program, parent volunteers, field trips, and needs based workshops. ARIS Parent Link helps parents understand their child’s strengths and areas of improvement.

**Budget and resources alignment**

• Indicate your school’s Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I      X   Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

As part of The No Child Left Behind Act (NCLB) our goal is to raise academic standards, and close achievement gaps.

We are a Phase 1 School. All students zoned for our school are eligible to attend including students with special education needs. To ensure that students with disabilities are educated alongside age appropriate peers in a general education classroom we have an Integrated Co-Teaching Class (ICT). This class consists of one general education teacher and one special education teacher, reducing student/teacher ratio. We have a full day Pre – Kindergarten program in our school, building foundational skills early in alignment with the CCLS to ensure our students receive rigorous instructional tasks that will prepare them for the upper grades, high school, college and a future career. We have a response to intervention program (RTI) and academic intervention services (AIS) for our ELA and Math Programs including: extended time, small group instruction, after school and Saturday school. At risk students are targeted, administered a diagnostic assessment and item analysis is performed by the teacher. Academic goals are set and an action plan is developed. Teachers differentiate instruction focusing on the needs of each student, and integrate technology into lessons to address different modalities and learning styles. Ongoing on and off-site professional development opportunities are available to our teachers and service providers. Current professional development opportunities are focused on the Common Core Learning Standards (CCLS), looking at student work and improving teacher effectiveness. Our teachers are part of the decision making process and provide feedback to administration as part of our

ongoing PD opportunities. We utilize the talents of our teachers, our Network and outside consultants to implement professional development.

Funding from Highly Qualified (SWP) is used to hire educational consultants for professional development. Children First Network resources are utilized to support teachers training. Per Diem funding is used to cover classrooms for professional development workshops and per session funding for afterschool academic intervention for grades 1-8.

### **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**

*Communication to parents as indicated on the 2011 – 2012 learning environment survey will increase from 7.9 to 8.5 or higher as measured on the schools learning environment survey for the 2012 – 2013 school year.*

#### **Comprehensive needs assessment**

There is an increasing need for communication in our school community. Common Core alignment raises instructional expectations to a new level. Although the school regularly provides information to parents, and teachers reach out frequently, parents are not sufficiently involved in decision-making. Parents need to monitor student progress and overall performance. By increasing the level and quality of communication we will increase parent involvement in activities/workshops designed to assist them in supporting student learning.

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

The school's Parent Coordinator and support staff will provide workshops for parents based on a parent survey and needs assessments. They will collaborate with the PTA and plan monthly meetings to address the needs of our parents. Parents will receive a parent handbook of parent and student expectations. Parents receive a monthly calendar of events and workshops. Progress reports will be sent to parents in addition to regular scheduled report cards informing our parents about student progress. Notices will be sent to parents as well as mailings. Students will bring home notices weekly about school events providing information about, workshops and ongoing events. Parents will be informed through interim progress reports in addition to the quarterly report cards. Individual parent conferences are scheduled to monitor and communicate student progress. School leaders will ensure that parents receive a copy of our parent policy and attend monthly meetings hosted by the PTA. Data will be collected through the parent feedback forms after participation in parent workshops.

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

The school will create more parental involvement by reinforcing communication through School Messenger, newsletters, workshops, and an open classroom environment. We will continue to monitor daily attendance and use School Messenger for reports and additional communication with parents. Family workers will continue to follow –up with phone calls and home visits to stress the importance of daily attendance. Parents meetings will be scheduled with Administrators based on individual evaluation. Informational parent workshops and parent letters will continue communication about student progress. Students will receive incentives for attendance.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X \_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I X \_\_\_\_\_ Title IIA X \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

The following programs and workshops have been designed or implemented by PS/IS 137 and parents:

- Parent Math and Literacy Development
- Parenting Skills/Family Support Resources.
- Leadership Development  
(P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)
- Understanding and participation in instructional initiatives
- Workshop on Title 1 laws and the No Child Left Behind Act of 2001
- Dial - a Teacher
- School-Based Support Services
- Provide the coordination, technical assistance, and other support e.g.  
(Parent Coordinator, Lead Teachers, Assistant Principals) in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and parent training, especially new parents and non-English-speaking parents.
- Provide a Parent Room in which parents feel welcomed and can use to coordinate parent involvement activities
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

Per Session funding will be used to fund additional home visits and outreach. Title I Funding for parental involvement to conduct workshops for parents.  
Translation funding used for outreach to Spanish speaking parents.

### **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**

To increase capacity for our arts program

Given the national studies in which at-risk students cite arts participation as their reason for staying in school, increasing capacity in the arts is an effective way to improve student engagement our school. Funding availability will determine goal attainment. Art sequence will begin September 2013 with grade 6 and continue for three years for first track.

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

Our school has a full time dance specialist and a full time music specialist as well as classrooms for music and dance. We plan to build on these resources by increasing capacity for delivering instruction. In this way we support quality teaching and learning while maximizing use of our existing resources. The DOE recognizes that “the ideal physical environment for arts learning is one that is dedicated to the arts discipline and appropriately and comfortably equipped with the specific equipment and supplies needed to optimize students’ experience.”

Our first goal for building capacity in 2012-2013 is to have a fully equipped dance classroom, as defined in the *Blueprint for Teaching in the Arts*, by March 2013. This classroom will be used to deliver quality instruction for our students in grades PK-8.

Our second goal is to develop a multi-year arts sequence by June 2013. An arts sequence is a set of sequential courses that build upon each other. Sequential coursework allows interested students to pursue advanced learning in the offered arts disciplines and provides students with a pre-professional and/or academic track in the arts. This sequence will begin in 6 grade then continue in grades 7 and 8.

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

We have found that parental support and involvement with our after school programs, performances and assemblies is consistent and growing. Increasing capacity in the arts is an effective way to improve student and parent engagement at our school. The Arts teachers and administrators work in partnership with our schools PTA for coordination of events and fundraising.

#### **Budget and resources alignment**

• Indicate your school’s Title I status: X  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X  Tax  X  Title I  X  Title II A \_\_\_\_\_ Title III \_\_\_\_\_ Grants  X  Other

If other is selected describe here:

Our arts program receives additional support from private foundations and grants.

They include the CWB Foundation for Children and Music, the Ted Wender and Ruth Winkelman Wender Foundation, the Penn South Credit Union, the New York City Department of Cultural Affairs Cultural After School Adventures (CASA) program and the DOE's CHAMPS program.

**Service and program coordination**

Extended time for music and dance enrichment 7:30-8:15 AM

Tuesday: Guitar

Wednesday: Ballet, Drum set --with teaching artist

Thursday: Guitar, Tap Dance

Friday: Ballet

Small Group Pull Out

Wednesday: Ballet

Thursday: Beginning/Intermediate Tap

Friday: African Dance

Small Group Tutoring Extended day (2:40-3:30)

Tuesday: Guitar

Wednesday: Drum set--with teaching artist

After School

Wednesday: 3:30-5PM, Musical Theater (Theater, Dance, Music and Visual Arts)—with teaching artists

Friday: 2:45-3:30, Blues and Jazz Vocal Ensemble, Hip Hop Dance, Visual Arts---with teaching artists

School Wide Assemblies

Holiday Festival (December)

Black History Month/Women's History Month (March)

Theatrical Production (May)

Spring Festival (June)

Field Trips

Metropolitan Opera

Orchestra of St..Lukes

Weill Institute at Carnegie Hall Link Up and Musical Explorers program

Jazz At Lincoln Center

Extended time and afterschool dance funded by DOE C.H.A.M.P.S. program

Small Group Pull Out is a professional activity planned with administration

Wednesday After School is Funded by a grant from the CWB Foundation For Children and Music

Friday After School is funded through a C.A.S.A. grant in partnership with the Central Brooklyn Jazz Consortium

Teaching artists are funded through an ongoing grant program of the CWB Foundation For Children and Music

We are applying for capital funding for the installation of a dance floor

The mirrors, sound system and bars are being funded through private donations  
The multi -year sequence is being written by our arts specialists

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

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

The following programs are

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Grades K-2 Words Their Way, Reading Street Decodable Books Early Childhood RTI- Grades 1 and 2 – Reading Street Intervention Kit</p> <p>Grade 3-8 -I Ready and Ready materials, STARS,CARS</p> <p>Grades 7,8- Writing skills</p>	Small group instruction, targeted students for intervention based on performance data reports.	<p>Extended Day-After School All grades- 50 minutes, Tuesday, Wednesday</p> <p>After School Grades 1-8 Tuesday and Thursday 3:30- 5:00 PM, 2:45- 3:45 PM Writing- during school hours</p>
Mathematics	<p>Grades K-2 Everyday Math</p> <p>Grades 3-8 -I Ready, Ready, Solve It Math, Strategies for Math Success- Problem Solving, additional help for grades 3-8- preparation for New York State exams and Integrated Algebra Regents</p>	Small group instruction, targeted students for intervention based on data reports	<p>Extended day- after school All grades-50 minutes Tuesday, Wednesday</p> <p>After School Grades 1-8 Tuesday and Thursday 3:30 – 5:00 PM, 2:45 PM</p>
Science	Grade 4- Science test preparation and support/ lab instruction	Small group instruction, targeted student based on	After School 50 minutes Tuesday and

	Grade 8 – additional help and preparation for NYS Science Test, Exit Project and Living Environment Regents exam	performance data through summative and formative data.	Wednesday, lab time during school day
Social Studies	Grade 8-research support for students completing exit projects	Students completing 8 <sup>th</sup> grade requirements for graduation whom need additional help and support	After school and during school designated library research time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• ERSSA counseling for targeted at risk students</li> <li>• Peer Pressure and Bullying conferencing and prevention counseling</li> <li>• Individual counseling</li> <li>• Evaluation of referred at –risk students</li> <li>• Parent conferencing and referrals for outside CBO counseling services</li> <li>• Conflict resolution</li> <li>• Articulation-Middle School/High School</li> <li>• College and Career Readiness</li> <li>• Child Abuse Prevention /Intervention</li> </ul>	One to one, small group, whole class, teacher professional development	During school hours, after school, before school

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our highly qualified staff is led by team grade leaders. Their role is to share ideas and foster collaboration on classroom practices. Teachers participate in seminars and conferences to update their knowledge of current pedagogical practices. Outside training and retreats are provided to expand on content based knowledge and discuss school improvement strategies. Increasing capacity within the building expands teacher leadership in the school community. Communication between administrators and staff is fostered by an open door policy. These initiatives combine with up to date curriculum, technology and resources to create an environment that supports highly qualified educators.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through

School surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the

parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Maria Quail</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>137</b>
School Name <b>Rachel Jean Mitchell</b>			

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

Principal <b>Zina Cooper-Williams</b>	Assistant Principal <b>Suzette Rose</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Linda Sedda</b>	Guidance Counselor <b>Janette Gutierrez</b>
Teacher/Subject Area <b>Rena Shepard/AIS -ELA/MATH</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jan Potter</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>319</b>	Total Number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>4.39%</b>
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## Part II: ELL Identification Process

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

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

P.S./I.S.137 is located in the Brownsville, Ocean-Hill section of Brooklyn. The total student population is 319 students in grades Pre-K-8. The population consists of 82% African American, 15% Hispanic, 1 % White, and 2 % Other. P.S.137 serves grades Pre-K -8th .The population of ELLs are distributed between grades k-8 as follows: K/0, 4/1st, 1/2nd, 2/3rd, 1/4th, 0/5th, 2/6th, and 0/7th, 4/8th. The total number of ELLs is 14 students or 4.39% of the total student enrollment, mostly of Hispanic origin, but included this year are speakers of French and African languages. Our LAP committee consists of the following representatives ; Guidance Counselor, Janette Gutierrez (bilingual), Lead Teacher/ ESL teacher, L. Sedda, Jan Potter, Parent Coordinator and Administrators, Zina Cooper-Williams, Principal and Suzette Rose, Asst. Principal I. A and. ESL is the only program offered in our school. There is one ESL certified teacher. Upon registration, the parent is given the Home Language Identification Survey form to identify student's language.

Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given. Once the Home Language is determined to be a language other than English, the student is given the LAB-R by a certified ESL teacher. Students who score below the LAB-R cut –off score are entitled to ESL/ Bi-lingual services or Dual Language program. Spanish LAB-R is administered to those Spanish speaking students. This evaluation process is completed within the first ten days of student enrollment in school. Letters of Entitlement are sent to the parents of students whose LAB-R scores have deemed them as eligible to participate in an ELL program. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or LAB-R. A copy of all Entitlement letters are filed for all students in an ESL data binder. All entitled students receiving services are assessed with the NYSESLAT in the spring. Students are identified through ATS reports as eligible to take the NYSESLAT and are given the Listening/Speaking and Reading /Writing parts of the exams at the designated exam window.

A parent orientation is given to inform parents of the three ELL program choices, Transitional Bilingual, Dual Language, and Freestanding ESL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. This session is conducted by the ESL teacher with staff assistance. Included members of the orientation are a family worker and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation. The parent survey and Program Selection forms are given to all participants to make an informed decision about their preferred program participation for their children. The school informs the parents of the requirements for TBE program formation. There must be a minimum of fifteen students in two consecutive grades, speaking the same language to make this program available. If the school does not have the amount of students to form a bilingual program, the school informs the parents of the school sites within the district in which this program is offered. Parents can accept or reject the available programs and /or transfer their child to a school where the program is available. They may also opt to have their children participate in the school's freestanding ESL program. Parents are informed that the school will monitor the requests for the TBE and contact them should the school meet the program offering requirement. Students are then placed in the parent's preferred program choice within the first ten days of enrollment. The enrollment process is ongoing during the school year therefore multiple

orientation sessions may be conducted to accommodate those parents of ELL's for their placement throughout the year. All Parent Surveys and Program Selection documents are distributed and collected. The parents will be contacted by the ESL teacher if the documents are not returned and informed that their children will be paced in the default program for ELL's is Transitional Bilingual Education as per CR Part 154. Parents are also given the form to select the language of preference for school communication.

After reviewing the Parent survey and Program Selection forms for the past few years it has been the trend that the ESL freestanding Program is the preferred program chosen by one-hundred percent of parents.

## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	0
SIFE	3	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	3		4			1			14
Total	9	3	0	4	0	0	1	0	0	14

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	3	1	1	1			1					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1		1		1		1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

## 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?

There are various proficiency levels not directed solely by grade level. All ESL students are taught by a fully certified ESL teacher. All Advanced and newly proficient students are receiving the mandated 180 minutes per week and the Intermediate and Beginner students are receiving the mandated 360 minutes per week. The students with an IEP, students designated “at risk”, “referred for multidisciplinary evaluation, and or finally, “not met the performance standards in reading and/or writing” or for holdovers are targeted to receive additional services including AIS after school programs, Saturday Academy and individual support as needed. The mode of instruction is through pull-out and push –in. Instruction is differentiated and groups are heterogeneous.

The students, regardless of proficiency levels, have stronger knowledge in speaking and listening modalities. Their speaking is social, learned mostly from connections with family and friends, not academic language. Listening is strong; however comprehension in more advanced literature and problem solving is limited to the highly advanced students. All students across the proficiency levels need to increase reading with comprehension based on their NYSESLAT scores and benchmarks. Writing needs to be practiced along with vocabulary and grammar skills based on their performance on the NYCESLAT , NYS Exams, and other benchmark classroom assessments.

Content areas including Math, Science, and Social Studies State Exams reflect a lower performance level than ESL proficiency level. Differentiated and small group instruction helps to address specific individual needs. In order to make content more comprehensible and to enrich language development, ELL’s have use of a glossary, bilingual dictionary, textbooks in Spanish, and peer tutors to provide support. Differentiated ESL strategies support is given to teachers from the Lead teacher who is also the ESL teacher. The Workshop Model is used for instruction in the content areas. Interim assessments are used as a diagnostic tool to drive individualized instruction. Reading and Comprehension strategies are taught to prepare students for New York State Assessment in accordance with No Child Left Behind Act. Acuity is used to target specific skills in ELA, Language Arts, and Mathematics. Specific skills can then be addressed based on data. ELL’s are targeted for Inquiry Team Focus including academic vocabulary and problem solving skills. Non -fiction informational text in content areas is the focus of reading and comprehension skill. Depth of Knowledge and Common Core Learning Standards are introduced into the ESL achievement standards. Academic rigor is expected within the mainstream classrooms and in the ESL push –in/ pull-out teaching program. Using the push –in model for Middle School students helps with the transition to high school. Collaboration between the ESL teacher and classroom teacher through conferencing and planning facilitates ELL student academic success. ELA curriculum is delivered in classroom using the balanced literacy prototype while collaborating with the ESL teacher to discuss individual needs of students based on English proficiency. Push -in and Pull-Out programs in ESL added to the ELA regular classroom time,the ESL minutes totaling 180 minutes for advanced level students and 360 minutes for beginner and intermediate. Progress and improvement is monitored through teacher meetings, student conferencing, and progress reports.Overall school wide progress is based on the school’s goals for the year.

## A. Programming and Scheduling Information

Content area instruction including the CALLA method of instruction and the ESL Balanced Literacy Prototype are used to maximize freestanding ESL instruction, pull out/push-in program. Supplemental materials including workbooks containing content area leveled reading, leveled books, and informational trade books for all reading levels are provided. Think, pair, share, note taking strategies, and accountable talk during the ELA balanced literacy is encourage promoting academic language, vocabulary, and English language proficiency... We are a CFN #109 school and we are focused on informational text in all content areas to promote academic language, reading comprehension, problem solving skills in order to increase higher order thinking and content knowledge. Individual needs are addressed through conferences with the classroom teachers and through additional services including our Extended Day Program, Saturday Academy, AIS services and SETSS services where applicable.

Long term ELLs will be evaluated based on individual needs and circumstances related to their academic achievement. The academic direction and focus will be based upon those needs and curriculum adjusted accordingly.

The SIFE students and newcomers attend additional support with small group instruction in after school and Saturday AIS sessions.

New York State Curriculum Standards and Common Core Learning Standards guide instruction and content is taught through various instructional materials including project based, hands-on activities to address all learning styles. Technology and Smartboard interactive software is used within the regular classroom instruction to include all learning styles and ELL participation.

Our Special Education students are within a smaller group setting and the individual goals include reaching grade level academic performance. Supplemental materials are used to increase academic language and comprehension. Problem solving, skill building, and synthesis of information are explored using content area instruction.

Phonics and word study are an integral part of reading comprehension. Hands –on activities are used to address all types of learning styles. Textbooks and dictionaries are available in Spanish for reference and support for students lacking English proficiency to help students acclimate to an English only classroom.

Students who have reached proficiency level and are transitioning are given more challenging material and enrichment activities to better prepare for a smooth transition to the monolingual classroom structure and grade level academic performance. Students have accommodations for testing and are given time and a half to complete NYS and other interim assessments.

ELLs participate and are included in Music, Dance, Visual Arts, and theatrical performances within the elementary and middle school grades. Additionally ELL’s participate in after school enrichment programs. The arts programs are during school hours and are hands-on, interest based classes using practical application through content area instruction. All students are able to participate from grades 5-8 in our after-school arts enrichment programs.

### Courses Taught in Languages Other than English ⓘ

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

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

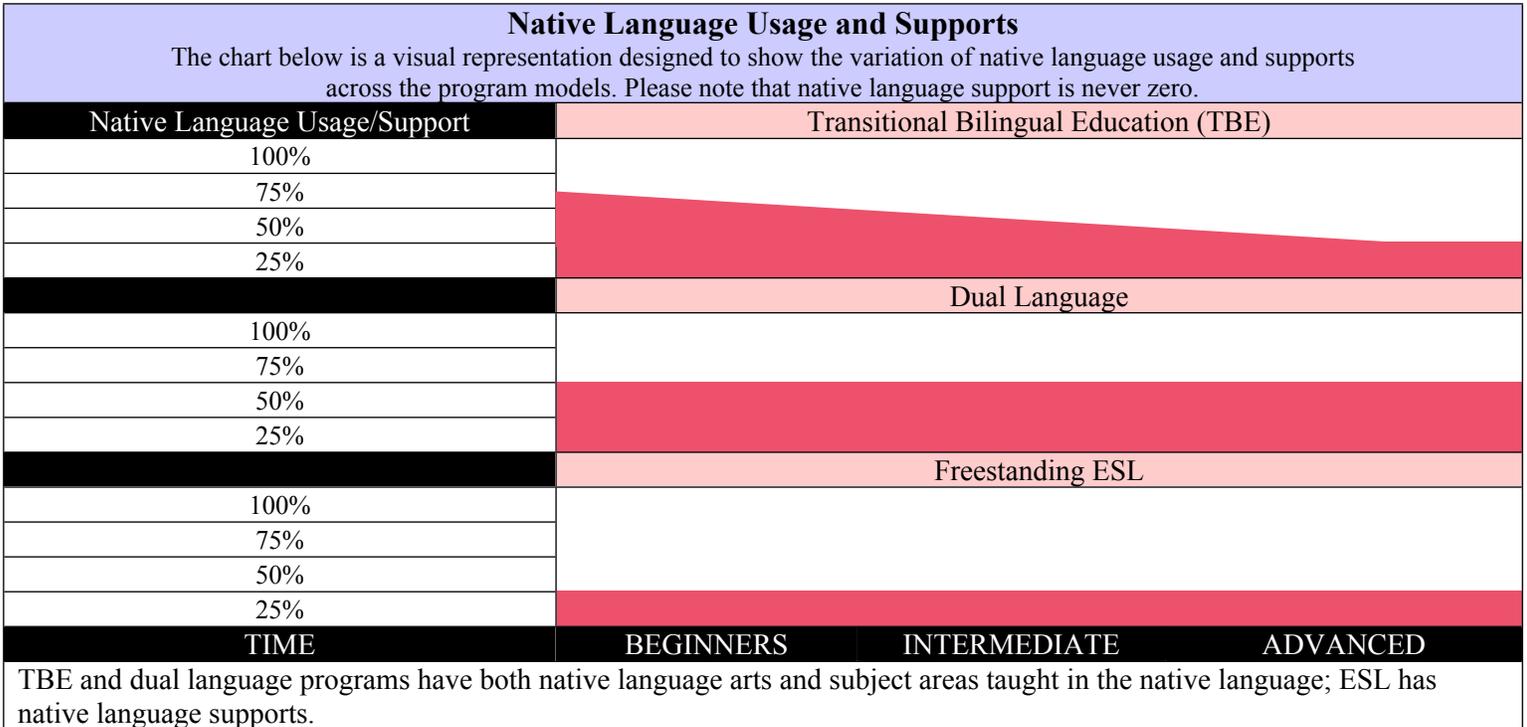
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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



**B. Programming and Scheduling Information--Continued**

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

Long term ELLs will be evaluated based on individual needs and circumstances related to their academic achievement. The academic direction and focus will be based upon those needs and curriculum adjusted accordingly.

The SIFE students and newcomers attend additional support with small group instruction in after school and Saturday AIS sessions.

New York State Curriculum Standards and Common Core Learning Standards guide instruction and content is taught through various instructional materials including project based, hands-on activities to address all learning styles. Technology and Smartboard interactive software is used within the regular classroom instruction to include all learning styles and ELL participation.

Our Special Education students are within a smaller group setting and the individual goals include reaching grade level academic performance. Supplemental materials are used to increase academic language and comprehension. Problem solving, skill building, and synthesis of information are explored using content area instruction.

Phonics and word study are an integral part of reading comprehension. Hands –on activities are used to address all types of learning styles. Textbooks and dictionaries are available in Spanish for reference and support for students lacking English proficiency to help students acclimate to an English only classroom. Our French speaking student receive a dictionary , but it is not the equivalent to the type of French Creole spoken by those students. A translator service is called when needed. There are no language electives offered in our school building at this time.

Students who have reached proficiency level and are transitioning are given more challenging material and enrichment activities to better prepare for a smooth transition to the monolingual classroom structure and grade level academic performance. Students have accommodations for testing and are given time and a half to complete NYS and other interim assessments.

ELLs participate and are included in Music, Dance, Visual Arts, and theatrical performances within the elementary and middle school grades. Additionally ELL's participate in after school enrichment programs. The arts programs are during school hours and are hands-on, interest based classes using practical application through content area instruction. All students are able to participate from grades 5-8 in our after-school arts enrichment programs.

### 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.

Professional development is offered to all staff in order to increase awareness of ELL's obstacles in second language acquisition and to offer classroom activities that can address more learning styles within the mainstream classrooms. Information is given about the status of the ESL program, schedules, and ELL student information based on needs and proficiency is addressed to facilitate teacher –student relationships. Lesson plan ideas are shared to facilitate learning in the regular classroom by new ELL's. Administrators, elementary level teachers, content area teachers, middle school specialized subject teachers, and all student support personnel participate in addressing the needs of ELL's. Teacher teams meet to contribute and participate in ongoing planning sessions to differentiate instruction and examine data to meet the needs of ELL's in the regular classroom setting as well as during pull out sessions with the ESL teacher. Collaboration with classroom teachers to understand the needs of the ELLs within the mainstream classroom is ongoing and will lead to ELLs increased academic performance and language proficiency. Professional development is interdisciplinary and includes strategies to address English proficiency levels and learning styles. Our professional development is turn-keyed through the ESL teacher's attendance at Network trainings, DOE trainings, and other outside vendor trainings. The attendance and agenda are maintain in our professional development data binder.

### 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?

Communication with parents is through PTA meetings, parent workshops, school conferences, individual student/parent meetings (translator provided), and school memos (translation provided). Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided) Workshops are organized by our Family Worker and Parent Coordinator in collaboration with administration to meet the needs of our parent population. The parent coordinator meets with parents and evaluates needs of students and parents. follow-up with teacher and or administration to better serve individual student needs. We do not have any community based organizations at this time.

## 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)	0	0	0	1	0	0	0	0	1					2
Intermediate(I)	0	0	2	0	2	1	0	1	0					6
Advanced (A)	0	1	0	0	0	0	0	0	0					1
Total	0	1	2	1	2	1	0	1	1	0	0	0	0	9

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	0	0	0	0	0	0	0	0				
	<b>I</b>	0	0	0	0	0	0	0	0	0				
	<b>A</b>	0	0	1	1	1	0	0	1	1				
	<b>P</b>	0	1	2	0	1	1	0	1	0				
READING/ WRITING	<b>B</b>	0	0	0	1	0	0	0	0	1				
	<b>I</b>	0	0	2	0	2	1	0	1	0				
	<b>A</b>	0	1	0	0	0	0	0	0	0				
	<b>P</b>	0	0	1	0	0	0	0	1	0				

**NYS ELA**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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.

The NCLB Act requires all ELL students of one year to take the NYS ELA exam regardless of English language proficiency. Students are struggling with the English Language and cultural implications within the exam content. The overall NYSESLAT results show that students need more than one year of service to establish English Language proficiency. There are varying levels of proficiency across grades, however at least advanced proficiency is attained by 5 years of extended service.

ECLAS reflects that students perform lower than grade level from grades K-3. Phonemic awareness is the skill which needs to be a focus in these grades to build foundation for language acquisition.

The Elementary and Middle School results from NYS exams reflects the overall skill performance trend school wide that students need to focus on higher order thinking strategies, evaluating information, along with academic vocabulary, proficiency in reading comprehension and writing skills. Teachers and administrators analyse data from the Acuity, and other in classroom exams to monitor progress of ELL's in relation to the school wide population. Additional AIS individual or small group intervention is given as needed to help our ELLs academic performance.

Supplemental software Performance Series help teachers and ELL's monitor skills and progress in ELA and Math. Guided support from parents and students are part of the Performance Series Program. Interim assessments given by the ESL teacher and teachers along with meetings with classroom teachers help development differentiated instruction and collaboration for student progress. Our school has a curriculum beginning in Pre-K through 8th grade to support continuity and consistency of instruction for our ELL population. AIS is given to students struggling in Math and/or ELA in small groups to facilitate progress. Small class size and the Workshop Model of Balanced Literacy enable students to interact with peers and be a part of group activities. Focus on Depth of Knowledge skills and critical thinking strategies will give ELL's greater ability to reach grade level standards. Integration of content area informational text across grade levels will help students with reading comprehension and increase vocabulary. Individual conferencing and student goals enable students to better reflect on their own academic and English Language progress. Teachers evaluate progress through formative, summative data, teacher meetings, and student conferencing. Our ELL's have made competitive progress as compared to other students in the school community.

### 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

**School Name: Rachel Jean Mitchell School DBN: 23k137**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zina Cooper-Williams	Principal		10/24/11
Suzette Rose	Assistant Principal		10/24/11
Jan Potter	Parent Coordinator		10/24/11
Linda Sedda	ESL Teacher		10/24/11
	Parent		1/1/01
Rena Shepard	Teacher/Subject Area		10/24/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Janette Gutierrez	Guidance Counselor		10/24/11
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 23K137      **School Name:** Rachel Jean Mitchell

**Cluster:** 4      **Network:** CFN109

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

**Part A: Needs Assessment Findings**

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

Upon registration, the parent is given the Home Language Identification Survey form to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. A pedagogue trained on the intake process determines the students Home Language Code based on the assessment given.

Letters of Entitlement are sent to the parents in their native language of students whose LAB-R scores have deemed them as eligible to participate in an ELL program. Parents are sent continued entitlement letters as well as non-entitlement based on the results of the NYSESLAT or LAB-R.

A parent orientation is given to inform parents of the three ELL program choices, Transitional Bilingual, Dual Language, and Freestanding ESL. A video presentation provided by the DOE of New York City is also a resource used for the orientation. This session is conducted by the ESL teacher with staff assistance. Included members of the orientation are a family worker and parent coordinator. The team assists with translation and interpretation. A copy of the New York City Guide for Parents of ELL'S describing the three programs in the native language is distributed at the orientation.

. Parents are also given the form to select the language of preference for school communication.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The total number of ELLs is 14 students or 4.39% of the total student enrollment, mostly of Hispanic origin, but included this year are speakers of French and African languages. Most of the students are of Hispanic origin and there are several in house persons able to translate both orally and in written documents. We have dictionaries in the library and given to ELL's to help with day to day translation. Textbooks are provided to those students while in the English acquisition process. Parents and students can then understand the curriculum as it progresses without lapse in studies. The small population of ELL's allows for pairing of past ELL's whom are now proficient in English and are bilingual to assist with translation of daily assignments.

## **Part B: Strategies and Activities**

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

Parents are identified through the HLIS forms and are provided with translation services in house immediately upon registration. It is then determined through the interview process the translation needs of the family. The ESL teacher provides the orientation video in the language of preference and the parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities.

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.

Communication with parents is through PTA meetings, parent workshops, school conferences, individual student/parent meetings (in house translator provided), and school memos (in house translation provided). Outreach to parents of new ELL's through Family Workers to facilitate school-home communication. (Translation provided)

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>.

Upon registration, the parent is given the Home Language Identification Survey form to identify student's language. Ms. Linda Sedda who is an ESL certified teacher is responsible for the intake process is of new ELL'S. The HLIS is administered and an oral interview is conducted with both students and parents to determine the language of dominance. The interview and the HLIS form are completed with a parent conversation using their native language. The school contacts the DOE translation unit in the event that the school does not have an interpreter available in that specific language. The ESL teacher provides the orientation video in the language of preference and the parent is given the DOE form for choice of correspondence from the school. Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. The DOE website facilitates the acquisition of the appropriate ELL entitlement letters, and related correspondence. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day. Workshops are provided with translation to encourage parents of ELL's to participate in school wide activities.