



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ABRAHAM LINCOLN INTERMEDIATE SCHOOL

DBN (19K171):

PRINCIPAL: BARBARA KENDALL, PHD

EMAIL: bkendal@schools.nyc.gov

SUPERINTENDENT:

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Barbara Kendall	*Principal or Designee	
Mercedes Perez	*UFT Chapter Leader or Designee	
Mariluz Rodriguez	*PA/PTA President or Designated Co-President	
Yvette Johnson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Larry Acosto	CBO Representative, if applicable	
Sheematie Ramcharan	Member/Parent	
Terresa Peralta	Member/Parent	
Ana Vega	Member/Parent	
Kisha Clinton	Member/UFT	
Chris D'Ambrosio	Member/UFT	
Ismatara Cavaliere	Member/UFT	
Martha De La Cruz	Member/UFT	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Expand the use of data analysis to evaluate and revise processes and programs within the school that lead to effective professional collaboration. (Quality Review (5.4))

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performances of all learners as evidenced by the results of local and state assessments**

Instructional strategies/activities

- Provide ongoing professional development on unpacking Danielson NYC Priority six competencies (1e, 2b,2d, 3b, 3c, 3d)
- Encourage teachers to set at least two goals that are aligned to Danielson's Framework.
- Provide timely feedback after observation with suggestions for next steps.
- Encourage teacher inter-visitation to observe best practices in some classrooms.
- Facilitate teachers mid-year learning plan reflection- by February 2013.
- Facilitate end of year learning plan reflection- by June 2013.
- Set goals and use a data based plan of action for all forms of data that align with school needs (August, January, June) including organizing, analyzing, and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Identify and develop staff for shared leadership roles (ongoing).
- Be transparent; share information, problem solve, celebrate with all stakeholders
- Conduct weekly cabinet meetings with Principal and Asst. Principal (August thru June)
- Conduct monthly School Leadership Meetings (SLT) (September-June)
- Create newsletters, calendars, and displays of data (monthly, ongoing)
- Provide Academic Intervention in the form of After School - 15 sessions, 14 teachers , 110 students, 1 1/2hr/session
- Provide tutoring service by Saturday Academy -17 sessions, 13 teachers, 120 students, 3 1/2hrs/session

Budget and resource 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.

X Tax Levy Title IA Title IIA **Title III** Set Aside **X Grants** Other-describe here: _____

Service and program coordination

- Professional development to improve teachers' instructional effectiveness.
- Create teacher teams
- Provide faculty conferences

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- **Develop curriculum maps in all subject areas incorporating the Common Core Learning Standards so that teachers will have the tools to provide all students with opportunities to participate in engaging and rigorous tasks. Quality Review (1.1)**
- **Ensure that instruction is differentiated across all classrooms so that all students are afforded educational opportunities that meet their learning needs. Quality Review (1.2)**
- **Embed assessments into curricula and use the data generated to provide information so teachers adjust instructional decisions to meet student learning needs. Quality Review (2.2)**

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- **By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.**

Instructional strategies/activities

- **Provide professional development that includes incorporating the CCLS in all content areas will be provided by network staff and trained staff members, to all teachers.**
- **Design two literacy tasks, two math tasks, two science tasks, and two social studies tasks with rubrics that are aligned to the CCLS.**
- **Provide supportive instructional materials that are aligned to the CCLS.**
- **Organize collaborative teacher teams that will use Rubicon Atlas for the implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).**
- **Implement New York City DOE Instructional Expectations and Shifts.**
- **Develop units of study at multiple entry points.**
- **Use a systemic approach of refining units of study**
- **Embed formative and summative common assessments**

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- **Examine lesson plans for CCLS aligned units of study.**
- **Examine assessments for CCLS alignments.**
- **Examine learning objectives and tasks for CCLS alignment.**
- **Examine teachers' comments on graded student work for CCLS aligned rubrics.**
- **Develop curriculum on and across grades on Rubicon Atlas.**

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Refine and ensure that all goals include precise short and long term measurable outcomes to monitor students' progress effectively and to reinforce ownership and accountability. Quality Review (3.3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, the school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

Instructional strategies/activities

- Have teachers create one goal that focuses on planning and preparation of instruction.
- Encourage our network staff and teacher leaders to provide on-going professional development and best practices to improve planning and preparation of instruction
- Provide at least eight hours of professional development on improving planning and preparation of instruction during teacher team meetings, Chancellor's Conference days, and during some faculty conference days.
- Provide opportunities for teachers to engage in inter-visitation and intra-visitations to observe best practices.
- Create a tiered professional development plan that provides for whole school and individual teacher support (August through June, ongoing).
- Provide training to teachers on how to use data to inform instruction and understand the progress of all learners/subgroups (September, rollout of data initiative and teacher conferencing, January, check-in for progress evaluation, March, check-in for progress evaluation, June, assess, reflect, and provide next steps)
- Deepen the school community's understanding of what high quality teaching looks like, through professional development on planning and preparation of instruction, based on the competencies established in Charlotte Danielson's Framework for Effective Teaching.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- **Data from teachers' goals will be graded on established rubrics and will be evaluated by administrators by June 2013.**
- **Results from the learning survey will show an increase in response of agree or strongly agree that administrator set high expectations for teachers.**
- **Teacher programs' on grade and across content areas will reflect common planning periods for curriculum development and professional development.**

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Extend the range of social and emotional supports
- Provide all students with individualized supports and opportunities for healthful living.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- **By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.**

Instructional strategies/activities

- Elicit the support of network staff, City-Year staff, and staff members trained on PBIS to provide training to at least 90% of the staff by June 2013.
- Conduct monthly assembly for students so as to address positive student behavior and provide incentives to encourage behavior that needs to be improved.
- Inform parents of our effort in encouraging positive behavior through PTA meetings, Monthly “Second Cup of Coffee” with the principal and newsletters.
- Implement recommended behavioral strategies and interventions proposed in the research based Positive Behavioral Interventions and Supports (PBIS) program.
- Organize, analyze, and disseminate all areas of data: demographics, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance participation in afterschool programs and activities that are key indicators that will guide our youth development work.
- Provide opportunities for student voice and student choice through *Student Council*.
- Engage active partnership with City Year staff to promote and encourage positive student behavior.
- Encouraging of positive behavior will be also done by administrators, teachers, guidance counselors, and parent volunteers, throughout the school year 2012-2013.
- Organize field trips to colleges and universities for students so as to begin awareness for college readiness.
- Create attendance plan that shows rewards system.
- Acknowledge student performance, attendance, by hosting special celebrations and issuing awards and rewards for students.

Budget and resource 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 IA Title IIA Title III Set Aside **Grants** Other-describe here: _____

Service and program coordination

- **At least a 4% increase response on the question on safety and respect on the Learning Environment Survey of 2013 over the 2012 response is expected.**
- **At least a 30% reduction in the total number of suspensions based on classroom incidents.**
- **Implementation of PBIS in classrooms.**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendations

- Increase parent engagement and involvement
- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- **By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYCDOE Learning Environment Survey**

Strategies /Activities

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilize current data to identify subgroups and analyze needs of individual students through ARIS
- Organize Open House for Parents (Fall)
- Retain a full time Parent Coordinator and allocate working space for a Parent Resource Center/office.
- Utilize funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
- Provide monthly parental offerings (workshops, Second Cup of Coffee with the principal, evening events)
- Organize events for student recognition (Student of the Month September through June), awards ceremony (June)
- Identify key staff that will support the work that includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

Budget and resource 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.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: P/F SWP

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

-Teacher/Para per session for professional development, and data specialist

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	Interactive reading and writing	Small group	During the day, after school, Saturday Academy
Mathematics	Interactive math	Small group	During the day, after school, Saturday Academy
Science	Interactive science discussions	Small group	During the day, after school, Saturday Academy
Social Studies	Interactive social studies discussions	Small group	During the day, after school, Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, and City Year Counselors	Interactive discussions with students	One-to-one and small group	During the day, after school, and Saturday Academy

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.

- * Most teachers on staff who were at IS 171 last year, are categorized as Highly Qualified Teachers. The three new teachers who were hired last year are also considered highly qualified since they were chosen from open-market and from the teacher hiring fair.
- * the Principal will contact Human Resource and network leader from our CEP-PEI network for identifying highly qualified teachers if the need arises.
- * IS 171 will establish partnership with Queens College and/LIU and offer opportunities for teaching fellows to conduct their internship.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 DebraMaldonado/Nancy Ramos	District 19	Borough Brooklyn	School Number 171
School Name Abraham Lincoln Intermediate School			

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

Principal Dr. Barbara Kendall	Assistant Principal Pilar Alvarado, ELL Supervisor
Coach E. Akade, Model Classroom ELA	Coach J. Ferrante, Model Clsrm Math
ESL Teacher S. Bhunut, ESL Teacher	Guidance Counselor Y. Vivas
Teacher/Subject Area O. Udo, ESL Tchr/ELL Coord.	Parent Dennis Camacho
Teacher/Subject Area M. Perez	Parent Coordinator Z. Otero
Related Service Provider S. Murray	Other type here
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	877	Total Number of ELLs	200	ELLs as share of total student population (%)	22.81%
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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. 

ELL IDENTIFICATION PROCESS & PARENT SELECTION

1.a. Identification begins with registration, during which the two certified ESL teachers (Ofonime Udo, TESOL license 0-Adult and Susan Bhunut, TESOL license k-12) work with a team to assist parents through the initial intake paperwork; helping complete Home Language Identification Survey (HLIS) in a language the parent understands. A copy of the HLIS is placed in the student's cumulative file and a copy is kept in a central location for monitoring purposes. Our staff includes pedagogues who are able to assist in translating the following languages: Spanish (M. Delacruz, SSL 6-12), Chinese (S. Bhunut, TESOL k-12), Ebo (O.Udo, TESOL 0-Adult), French (A.Cuba, French) and Bengali (Cavaliere, Paraprofessional). When a parent speaks another language, the team utilizes the NYC Schools website to access paperwork, including the HLIS form, in the 9 major language translations available. Should we be unable to communicate with the parent in their native language, we can contact Translation Services for support.

1.b. Once a student is identified as eligible for LAB-R, based on a home language other than English, O. Udo conducts one-on-one interviews in English and the Native Language (utilizing staff to translate as necessary). Within 10 days any student identified as eligible to for LAB-R testing as per his/her HLIS, is administered LAB-R by O.Udo (TESOL license 0-Adult). The LAB-R is administered in a separate location away from noise and distractions. The Spanish LAB is administered by Martha DelaCruz (SSL, 6-12) in a separate location away from noise and distractions.

1.c. Once students have been deemed eligible to receive ESL services, they are then assessed annually in the Spring using the NYSESLAT until they reach proficiency. In conjunction with the Testing Coordinator, the ESL Teachers identify students eligible for NYSESLAT and to ensure all ELLs are administered the test using multiple ATS reports such as the RLER, RMNR, RYOS, RLAB, and RLAT. For the NYSESLAT test, the school is frozen for the first four periods of the day so that students throughout the school are in testing mode. As per the NYSESLAT instructions, the test is administered in a separate location with students receiving all necessary accommodations. Each modality is administered on a separate but consecutive day. The speaking test is administered individually in a quiet location. The NYSESLAT is the only way to test out.

2. When parents enter, they are administered the HLIS with linguistic support in their native language. Based on their responses, the LAB-R is administered in English and the Spanish LAB is administered as necessary. When a student is determined to be eligible for ELL services, the family is invited to attend a parent orientation and The Entitlement Letter, in the native language) is sent home indicating dates and times for the parent orientation. The Parent Coordinator contacts all parents the week of the meeting to invite them to attend the orientation. The parent orientation is held formally once a month in the beginning of the school year to provide for the large number of new admits at that time. Orientation is then held as needed based on the influx of new admits. Orientation is held in the Parent Coordinator's office. At the orientation, parents are provided with the ELL Parent Brochure in their native language. A powerpoint translated into multiple languages is shown and parents are introduced to the NYC Public School system. The Principal, Dr. Barbara Kendall, and Assistant Principal, Pilar Alvarado welcome parents and express their appreciation to the parents. ESL Teachers O. Udo and S. Bhunut, after explaining to parents that they are attending the meeting to make a choice about their child's ELL Program, present the Parent Orientation Video from the NYC Schools' website in their native language. When a language is not available we can contact Translation services for support. Parents are NOT informed of the available programs at our school prior to viewing the video. Once the video concludes, parents are provided time to discuss and ask questions regarding each of the programs. This year, we are including additional information on each program that gives parents an idea of the research-based benefits for each program. After parents' questions and concerns are addressed, parents complete the Parent Survey and Program Selection Form in their native language. When parents do not attend, the school makes every effort to bring them into the school to view the video and become informed about the available NYC ELL programs. Parents are contacted by the Parent Coordinator, are sent notices of any

upcoming parent Orientation. The default program for Spanish speakers is TBE.

3. Letters are distributed to students in their native language to be given to their parents informing them of their entitlement to ELL services and informing them of the parent orientation. Copies of all letters are kept in binders with the ELL Supervisor, Pilar Alvarad, I.A.A.P. for monitoring. The parent coordinator assists in contacting parents to ensure receipt and attendance at the orientation meeting. Parent surveys and Program Selection forms are given, completed, and collected at the orientation. If a parent cannot attend we conduct phone conferences or set up alternate private meetings. If we are unable to reach the parent for program selection, Spanish-speaking students are placed in the TBE as per CR Part 154.

4. Once a student has been tested for eligibility in an ELL program, has been determined to be eligible, and the parent has attended an orientation or been provided program information in their native language, the student is placed in the appropriate program, according to parent selection. Placement letters are offered in multiple languages to ensure parents are aware of their selection and the students' placement. Copies of all letters are kept in binders with the ELL Supervisor, Pilar Alvarad, I.A.A.P. for monitoring. If the parent did not make a selection, Spanish-speaking students are placed in the TBE as per CR Part 154.

5. This year, the school implemented a New Admit Tracking Form that allows us to more accurately track new admit placement, date of LAB-R, parent attendance at orientation, selections and program placement.

Home Language 2011	TBE	DL	ESL
Spanish	7	0	1
Arabic*	0	0	0
Bengali**	0	0	0

*Parent viewed video, but has not yet completed the survey and selection form.

**Parents have not been able to attend any of the 2 opportunities to view the video. Next step is a phone conference or home visit.

6. Currently, programs offered at IS 171 are aligned with parent choice. The school does not, however, currently offer TBE for our 5th grade. Parents who selected TBE as their parent choice are informed that the fifth grade at IS 171 is being phased out next year and low numbers of students in need of TBE do not warrant a 5th grade TBE program. These students are supported in native language through the use of multi-lingual texts, after-school and during school for additional ESL instruction. Students will have the opportunity to be placed in the TBE program in the 6th grade based on parent choice. We will monitor parent choice by maintaining our New Admit Tracker Form and charting results to see if we are noticing any trends that tend towards programs not currently offered at IS 171. If we begin to notice a misalignment of parent choice and current programs, we will begin inquiry to determine how best to align with parent selections.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	2	2					6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained						1	1	1	1					4
Push-In														0
Total	0	0	0	0	0	1	3	3	3	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	200	Newcomers (ELLs receiving service 0-3 years)	103	Special Education	31
SIFE	40	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	39

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	76	29	8	17	1	1	8	0	4	101
Dual Language	0									0
ESL	27	6	1	41	2	5	31	0	4	99
Total	103	35	9	58	3	6	39	0	8	200

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							39	28	34					101
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	39	28	34	0	0	0	0	101

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

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						22	24	22	23					91
Chinese							1	1						2
Russian														0
Bengali									2					2
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	2					3
TOTAL	0	0	0	0	0	22	25	25	27	0	0	0	0	99

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction is delivered as per the program model:

1.a.1. Transitional Bilingual Education Model (Spanish). There are three TBE classes and one special education bridge class (6/7/8) that are all departmentalized.

1.a.2. Freestanding ESL. There is one ESL class on each grade level.

1.b.1. Transitional Bilingual Education Model (Spanish). The TBE classes are placed by grade and heterogenously grouped. They travel

A. Programming and Scheduling Information

as a class to their content area classes. The Special Education TBE class includes students from grades 6, 7, & 8 and is heterogeneously grouped.

1.b.2. Freestanding ESL. There are four blocked (the class travels together) ESL classes. They are placed by grade and heterogeneously grouped. They travel as a class to their content area classes.

2. ESL Instruction in TBE & Freestanding ESL

2.a Attached are six schedules reflecting the student schedule for each proficiency level in each of the two instructional programs.

2.b.1. Transitional Bilingual Education Model: The staff is organized to provide the mandated instructional time to students. Additional time is provided for advanced, intermediate, and beginners as they receive 10 periods of ESL/ELA in their schedules. Advanced students receive 180 minutes of explicit ESL and have an additional 6 periods that focus on following the ELA curriculum. Beginner/Intermediate students receive their mandated 360 minutes of ESL and are provided with an additional two periods to support their English language growth.

2.b.2. Freestanding ESL Model: ESL classes are heterogeneously grouped and function in a similar manner for ESL/ELA delivery. Student schedules provide 10 periods of ESL/ELA instruction in which advanced students receive 180 minutes of explicit ESL and the additional 6 periods focus on following the grade-appropriate ELA curriculum. Beginner/Intermediate students receive their mandated 360 minutes of explicit ESL and have an additional two periods of ESL per week to support their English language growth.

3. Content Area Instruction

3.a. Transitional Bilingual Education Model: For all content areas regardless of proficiency level, teachers emphasize vocabulary development and reading fluency to help make content more comprehensible. Teachers use ESL methodologies, including TPR method. Teachers activate student's prior knowledge and then scaffold them from that knowledge to the next step, as well as integrate the use of graphic organizers and other visual materials. Students participate in hands-on group projects and respond in essay form to demonstrate their understanding of content topics covered. Summaries are always given in English. This year, content area teachers in the TBE classroom will be engaging in professional development to learn and apply a research-based model for allocating language in their TBE classrooms. Teachers will begin to separate language use by day of the week (ex: Mon – Spanish, Tues – English) and provide linguistic summaries in the opposite language. Students receive 5 periods of Native Language Arts which are taught in 100% Native Language. NLA classes reinforce skills and strategies used in ELA/ESL classes.

3.b. Freestanding ESL: Beginners/Intermediates/Advanced receive content-area instruction in English using ESL methodologies. When possible or necessary teachers support student understanding using the student's native language. Teachers emphasize vocabulary development and reading fluency to help make content more comprehensible. Students participate in hands-on group projects and respond in essay form to demonstrate their understanding of content topics covered. ESL support is given via content area instruction, either through literacy, science, social studies or math. Teachers work together to differentiate instruction for varying proficiency levels and ESL teachers coach teachers of ELLs in ESL methodologies, such as scaffolding, activating prior knowledge, metacognition and use of visual materials and graphic organizers. Additional books will be purchased this year to develop our native language libraries as we have recently acquired new language groups of students. Providing books in the native language and allowing our students to provide some written responses in the native language is how we are able to support them in their native language without being able to speak it.

4.a. Students in the TBE program are assessed initially using the Spanish LAB. In order to better assess our students Native Language and monitor their growth, IS 171 is in the process of purchasing Achieve3000 which includes a Spanish diagnostic tool and materials in Spanish that teachers will use to assess and monitor NL skills. At the end of the year all ELLs in the TBE program take the ELE as a summative assessment.

5. Differentiation of Instruction for ELL groups:

5.a. Instructional plan for SIFE: Teachers of ELLs use The Milestones program Intervention component which includes easily decodable readings to help students adjust to both a new language and a formal school setting. The online remediation program, Successmaker, was purchased to support SIFE through AIS classes. An ELL Saturday Academy will target SIFE using materials targeted to their specific needs. The school is working with the Office of English Language Learners to identify additional resources and materials to support our SIFE population. The school is also determining the possibility of hiring an F-Status teacher to support our SIFE students throughout the school week.

5.b. Instructional plan for Newcomers: In addition to their weekly 360 minutes of ESL, newcomers are provided three periods with an ESL teacher during the school week to develop and practice English vocabulary and speaking skills. Additionally, Newcomers are offered an afterschool academy on Mondays and Fridays with a certified ESL teacher. An ELL Saturday Academy is also available to newcomers and newcomers are encouraged to participate in extracurricular activities. As we examined our data we noticed that for the first time, the majority of our ELLs fall into the newcomer category. Professional development through CEI-PEA will focus on how to prepare our newcomers to take the ELA and how to differentiate instruction within heterogenous TBE classrooms.

5.c. Instructional plan for 4-6 Year ELLs: Students in this category are targeted for Saturday Academy and after school programs. The goal is to help them reach English proficiency before becoming a long-term ELL. They are exposed to grade-appropriate ELA aligned materials.

5.d. Instructional Plan for long-term ELLs: LTEs are offered an afterschool academy on Mondays and Fridays with a certified ESL teacher, focusing on writing skills and NYSESLAT prep. Our LTEs are overall scoring lower in reading/writing modality than in the listening/speaking modality with 24 of the 39 LTEs performing better on the listening/speaking section of the NYSESLAT.

A. Programming and Scheduling Information

6. ELLs who are identified as having special needs are placed into one of two programs. The first option is a TBE special needs classroom (12:1:1 bridge class). In this class, additional instruction and support is provided before school in both reading and math. The class runs as any other TBE program in regards to the percentage of time spent in English and the students' Native Language; however, it also accommodates students with special needs by offering a smaller class size, as well as a highly differentiated curriculum to address each of their individual needs. The class combines the essentials of a TBE program and a special needs classroom. The second option is a monolingual special needs classroom with Freestanding ESL services. With this option, students are pulled-out either four or eight periods per week to receive ESL services in a small class setting. In both classrooms, Milestones is used to support academic vocabulary and non-fiction content based readings. With Achieve3000 (a program the school is purchasing) students will have access to highly differentiated non-fiction readings.

7. We meet the needs of our ELL-SWDs by adhering strictly to their IEPs and placing them in appropriate settings. A SETTSS teacher pushes in to the Freestanding ESL to minimize the number of periods students are out of the classroom and allow students to spend a greater amount of time in the least-restrictive environment. Teachers use various strategies (manipulatives, foldables, etc.) to reach grade-appropriate curricular goals.

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	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

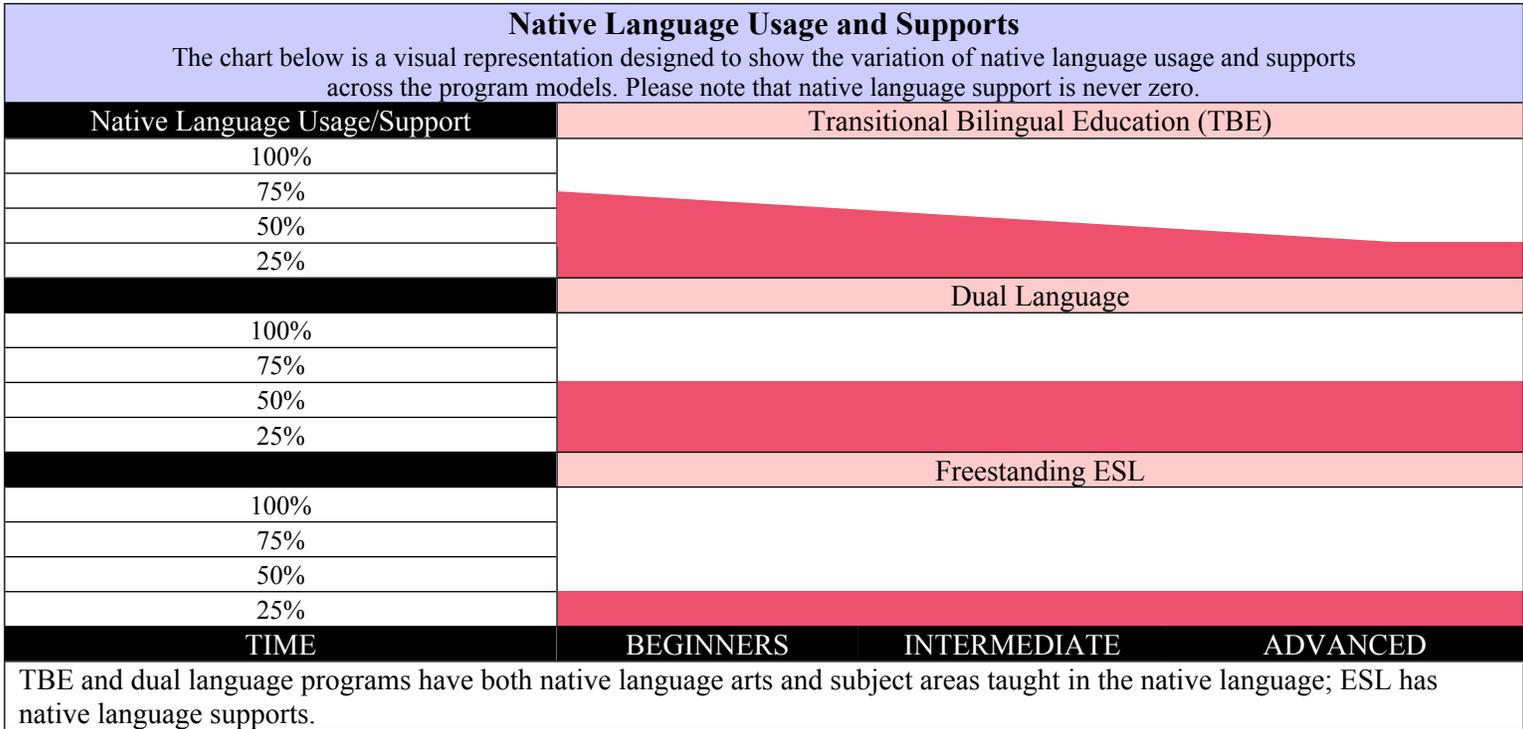
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs:

8.a. Three hours per week of after-school instruction will be provided for Long Term ELLs and Newcomers and instruction will be provided in English.

8.b. All level 1s and low-2s, including ELLs are targeted for 50 minute Tutorial period. Tutorial is provided in math and ELA and instruction is in Spanish and English.

8.c. Saturday Academy (English & Spanish) offering 1.5 hours of reading instruction and 1.5 hours of remedial math for 20 Saturdays throughout the year.

Extended day via our CBO (English & Spanish) offering reading clubs, chess, and theater.

8.d. Learning Village pilot program offering ELL support materials in all content areas, including Destination Reading and Math offered in both Spanish and English

8.e. Success program for LTEs and SIFE offering 45 minutes of reading instruction using the program software to identify reading levels, and provide independent leveled readings and extension activities as well as assess progress.

9. ELLs who have reached a proficiency level according to the NYSESLAT are no longer eligible for ESL services. They do, however, continue to receive testing accommodations for two years after they test proficient on the NYSESLAT. Students in this category still benefit from a variety of after-school programs available to all students as well as support from their ESL and Bilingual teachers.

10. This year, we have restructured the program for our ELLs. The Freestanding ESL class is composed of only ELL students, allowing for smaller class sizes to provide better support to the students. We are implementing an in-school program for newcomers three periods per week and an after-school program specifically targeting Long Term ELLs and Newcomers. We are engaging in inquiry to research programs such as Rigor and Achieve 3000 with the hopes of implementing these programs for our ELLs. In addition, some considerations to provide additional support include hiring an F-status teacher for our ELLs. The team is hoping to apply for the SIFE grant in order to help fund additional programs. Teachers will be engaging in professional development to determine the best model for allocating language use in the TBE classrooms.

11. We no longer have an F-Status teacher providing additional intervention services for our newcomers due to funding. The school is researching grants that will allow us to continue this service.

12.a. All school programs are available to ELLs, including Saturday Academy, afternoon tutorial (students scoring level 1 and low 2), Cypress Hills Community Development Corporation (CBO) afterschool program, and any extracurricular activities throughout the year, such as yearbook, scrapbooking and sports. Students are invited in English and Native Language.

12.b. Supplemental activities under Title III include Monday & Friday Afterschool Program as well as Saturday Academy for ELLs. One section of the Mon/Fri Program targets new admits with a goal of acclimating students and developing their spoken language through TPR. The other section of the Mon/Fri Programs targets Long Term ELLs. The purpose of this class is to provide students rigorous, fun and engaging writing opportunities with a strong focus on the writing section of the NYSESLAT with a goal of helping students gain proficiency on their NYSESLAT on the spring 2012 test.

13.a. Specific instructional materials were purchased to support ELL English language growth. Milestones anthologies, which is content based and includes a technology component (cd-rom version of the text, independent practice cd-rom, audio versions of the readings, exam generators, letters to parents, and graphic organizers) as well as abridged versions of classic novels have been purchased for the all TBE and ESL classrooms. Newest versions of NYSESLAT preparation workbooks (by grade) were purchased for all ELLs. Newcomer materials include the Milestones Intro Text and workbooks, as well as Lexia. ELLs 4-6 years are included in Successmaker groups, have access to Destinations Reading and Math, as well as Lexia. LTEs will have access to Achieve 3000 once purchased and also have access to Destination Reading and Math. Students have access to computers on each floor and in many classrooms. All classrooms have libraries in both English and Spanish and fully stocked shelves of resource materials geared specifically to ELLs, including picture and ELL targeted dictionaries. Most ELL classrooms now have interactive whiteboards (SMART board or Eno board). Successmaker was also purchased

for use in AIS classes which include SIFE and LTE groups. Achieve3000 will be provided for all subgroups and will allow students at various levels to interact around the same topics.

13.b. Math, Science and Social Studies in the TBE classrooms all have textbooks in Spanish and English. Support materials are provided in either English or Spanish. Content classrooms for the Freestanding ESL class have textbooks in English.

14. Native Language Support

14.a. TBE: Native language support is provided through bilingual teachers in Spanish as needed. Teachers are engaging in professional development to implement a program in which Native Language support will be provided through linguistic summaries and Spanish language days. Students are permitted to use native language to write and read.

14.b. ESL: Native language support is provided minimally as instruction is 75% in English and neither ESL teacher speaks Spanish, Bengali, Romanian, or Arabic. We can provide support for our students through some of our staff who speak Spanish and Bengali and through the use of technology such as GoogleTranslate and through the translation services department. Additional books will be purchased this year to develop our native language libraries as we have recently acquired new language groups of students. Providing books in the native language and allowing our students to provide some written responses in the native language is how we are able to support them in their native language without being able to speak it.

14.c. Native language support is provided through our many bilingual staff members: the parent coordinator, guidance counselor, school psychologists and social workers, and several Spanish speaking teachers. In addition, we have teachers who speak Chinese, Arabic, Bengali and French.

15. All required services, support, and resources correspond to ELLs' ages and grade levels.

16. Monthly "Cup of Coffee with the Principal" meetings are held to meet with parents of newcomers and previously enrolled students. There is a buddy system as well as ESL, computer and citizenship classes offered for parents of newly enrolled ELLs via our parent coordinator and CBO.

17. Electives are offered in English for students in the Freestanding ESL program and in Spanish for students in the TBE program.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Professional Development for teachers of ELLs is available at I.S. 171. Teachers of ELLs have completed training in WestEd Quality Teaching, sponsored by the Office of ELLs. Teachers receive 7.5 hours (general education teachers) and ten hours (special education teachers) of professional development in ESL methodologies. Each year, teachers of ELLs have the opportunity to attend full day conferences on ESL methodologies. The ELL department staff members at I.S. 171 are generally grouped together for weekly professional development in an effort to work together to adapt and learn information for our ELL population, and to provide guidance to other teachers of ELLs. Additionally, bilingual, ESL teachers, and school literacy coach meet weekly to plan and strategize in order to differentiate instruction for the various levels of ELLs in our classrooms. This year, TBE teachers will engage in professional development to implement a new model for allocating appropriate percentages of language for all proficiency levels in a heterogenous classroom. A Teacher's Center will be set up at IS 171 2-3 days per week staffed by an ELA and ELL specialist who will provide in-house professional development. ELL staff conducted a needs assessment of staff ELL Professional Development needs. Results are as follows:

Reading Comprehension	2
Content Instruction for ELLs	3
Differentiation for ELLs	2
Parent Involvement	2
QTEL	1
Resources	2
ELL Strategies	2
Teacher learning a 2 nd Language	3
Technology for ELLs	2
Academic Vocabulary	2

Topic of Workshop	Given By	Attended By	Date
LAP Review 2011	Mrs. Bhunut, Ms. Alvarado, Ms. Udo	ALL STAFF	November 8,
TBE Program Model Training Ongoing	CEI-PEA	TBE Content Area Teachers	Dates TBD –
ELL Strategies for Content Area Instruction	Ms. Udo & Mrs. Bhunut	Teachers of Freestanding ESL Content Area Classes Tutorial Teachers of ELLs	Dates TBD
Use of Academic Language in Content Area Classrooms	Mrs. Bhunut	Teachers of Freestanding ESL Content Area Classes and ESL Teachers	Thursdays – Ongoing
QTEL	OELL	ESL/ELA Teachers	Dates TBD
Preparing ELL Students for the ELA Examination	ELA Coach	ESL/ELA Teachers/TBE Teachers	February 2012
Administering the NYSESLAT & Other Assessments 2012	Mr. Cuba, Testing Coordinator	All Staff Administering NYSESLAT	March
Assessing Data	Mr. Cuba, Testing Coordinator	TBE Staff, ESL/ELA Teachers	May 2011

2. Students are supported, as all students at IS 171, in elementary to middle school transitions as well as middle to high school transitions. Fifth graders have additional support from a certified guidance counselor and teachers in the grade work closely together to help students adapt to the new school, through walk-arounds, library visits, and a thorough explanation of rules and expectations. Students in 7th and 8th grades receive support to prepare them for high school through guidance counselors, Cypress Hills Community Development Corporation, and our partnership with the CUNY Summer High School Transitions program.

3. Logs of teacher PD hours in the area of ELL topics will be recorded using attendance and agendas, as well as “thank-you” letters for teachers cumulative files. The chart of teachers participation will be kept in the ELL compliance binder in I.A.A.P. Pilar Alvarado’s office.

E. Parental Involvement

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

1. Our school has an active and functioning PTA, a consultation committee involving parents, and has several daytime student performances for parents to attend. Parents are encouraged to participate as chaperones on all school trips. The ELL Department offers two ELL Parent Conferences, one in the Fall and one in the Spring, to teach parents about the NYSESLAT and other tests their students will be taking, as well as teaching parents how they can support their ELL child in the home. We hold a ELL Parent Conference at the school in the Fall and in the Spring. The Parent Coordinator offers translation services. Topics covered in Fall include supporting your ELL at home, how ELLs acquire language (BICS/CALP), brief overview of NYSESLAT, and other assessments ELLs must take. Spring topics include detailed look at the NYSESLAT and preparing for it. Parents also have opportunities throughout the year to meet and speak with their child's teachers during Open House, and Parent-Teacher Conferences. School Messenger provides translation services for automated messages to be sent to parents' phones. The school's website communicates the school calendar and provides another avenue through which parents and teachers can communicate. In addition, the school marquis in front of the building announces school functions and other major announcements. Additionally, parent orientations are held for parents of new admits in the fall and spring and in between as necessary. All notices sent home are provided in English and Spanish.

2. IS 171 has partnered with Cypress Hills Community Development Corporation (CHCDC). In addition to providing extensive after-school activities for students, CHCDC offers adult ESL classes in the evenings.

3. We introduced a needs assessment survey this year to identify parent needs and determine whether or not we were meeting those needs as a school community. Our parent coordinator provided translations of the surveys and the results were as follows:

ESL	4
Immigration	1
Discipline	1
Housing	2
Childcare	1

In addition to the survey, our bilingual (Spanish-English) parent coordinator communicates regularly with parents to identify parent needs. The PTA also helps us evaluate the needs of our parents. The principal meets regularly with parents via the PTA and monthly PTA meetings to inform them of the state of I.S. 171 as well as respond to their concerns or questions.

4. One of key needs of parents of ELLs is Adult ESL instruction, which we are able to meet via the adult ESL classes. Another need is information about nutrition a need identified by our parent coordinator for which she provides a workshop. We now understand that additional needs include: Housing and will work with the parent coordinator and CBO to create workshops or parent brochures that will provide information to suit parent needs. Information is provided in Spanish and English and additional languages as necessary.

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)						1	18	12	13					44
Intermediate(I)						6	15	15	18					54

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)						11	26	17	18					72
Total	0	0	0	0	0	18	59	44	49	0	0	0	0	170

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						1	7	8	5				
	I						0	7	8	10				
	A						6	30	24	21				
	P						11	14	4	13				
READING/ WRITING	B						1	17	11	13				
	I						6	14	16	18				
	A						10	24	16	17				
	P						1	3	1	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4	12	1	0	17
6	31	20	0	0	51
7	29	10	1	0	40
8	8	32	0	0	40
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	4	0	7	0	7	0	1	0	19
6	7	15	10	19	3	1	0	0	55
7	10	10	9	9	5	1	0	0	44
8	5	0	12	14	5	13	0	0	49
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
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)	28	28	19	22					
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.

1. Teachers assess emergent literacy skills after observations indicate a student shows a deficiency in one of these areas. Students entering the middle school either from another city school or from another country are expected to have basic phonemic awareness, understanding of the function of various prints, etc. When observations indicate a student may be lacking, teachers use running records to assess the students' abilities, followed by a PIP (personal intervention plan) to indicate the appropriate interventions and to monitor progress. If a student is at a middle school grade level and is deficient in emergent literacy skills and the PIP interventions are not effective, then an evaluation may be recommended to provide the student with a smaller class setting and additional support to bring him/her to grade level. Results from individual assessments inform school leadership that additional support is necessary to help these students gain the literacy skills necessary to function in a middle school classroom. IS 171 has an F-Status teacher specifically designated to work with newcomers as well as student's lacking early literacy skills. In ELL classrooms, the Milestones program emphasizes phonemic awareness, and provides extensive examples of various text genres with specific features of each outlined prior to each reading. Students are also targeted for additional help using Successmaker and small group instruction with AIS classes. This year, teachers of ELLs will begin to use EdPerformance online to assess students' early literacy skills, identify reading levels and monitor and track progress. This is made possible with a computer lab that will allow for multiple students to be administered the test at the same time.

2. From looking at the proficiency ratings across grades, we noticed that each grade has a similar distribution of students in different proficiency levels. For instance, in each grade except for 5th grade the number of students scoring beginner, intermediate and advanced are approximately the same. In each grade advanced students are still the majority, but this year we see a much greater number of beginners, a possible reflection of our growing newcomer population. LAB-R tests are handscored by O. Udo (TESOL 0-Adult) and copies are kept on file with Ms. Udo as well as in the compliance binder kept in the ELL I.A.A.P's office. LAB-R documents are submitted monthly and O. Udo monitors the exam history of new admits to ensure results are the same. On LAB-R tests we are noticing that students are scoring ****. See chart below for LAB-R results.

3. What we see in NYSESLAT modalities is that the patterns are generally the same across grade levels. We have the greatest number of students scoring advanced in Speaking and Listening in each grade. This tells us that our ELLs are developing their linguistic skills in an appropriate order. We know this to be true because, ELLs are performing at advanced levels in listening/speaking modalities; modalities which research has shown develop the quickest in learners of a second language. The same students are scoring intermediate or advanced in reading and writing modalities; modalities which develop following listening and speaking. We see this because the difference in numbers of students scoring advanced and intermediate significantly smaller when compared in the reading and writing modality. This informs leadership within the school as well as teachers that a strong instructional focus must remain in reading and writing skills for our ESL students.

4. Results and implications of student assessment results:

a. On the ELA, students are scoring, in all grades and programs, predominantly in the 1 & 2 level range. Many students are scoring a level 1. The instructional goal this year is twofold. First, we must collaborate on providing a strong focus on rigorous instruction in reading and writing. The second goal is to intensely prepare newcomers (of which we have many this year) for the ELA assessment. On the NYS Math assessment, students taking the test in English are scoring predominantly in the level 1 & 2 range. Students taking the assessment in native language are also scoring predominantly in the level 1 & 2 range. The results inform us that much work is needed to move our ELLs on all assessments. To address these areas of need, a licensed bilingual math teacher is assigned to the TBE program. Science results for ELLs show students are not performing well in native language, seen in 8th grade where students are scoring predominantly in the level 1 & 2 ranges for Science. After examining the data, school leadership has followed several steps in order to move our students forward. First, Saturday Academy will be available to these ELLs and will allow additional support time for Social Studies, Science, Math & Reading. A bilingual teacher will be working with our CBO during extended day where students will receive enrichment through content areas as well as homework help.

b. ELL periodic assessments are used to gauge how our ELLs are progressing in English Language acquisition. Teachers are able to set goals based on results and address areas of need in preparing for the NYSESLAT. We have learned that ELLs need additional vocabulary development throughout the content areas in order to move from ELL to EP status.

6. ELL programs are constantly being monitored and improved as teachers and administration work closely to identify what works and what doesn't work. The team uses assessments (both formal and informal), as well as teacher anecdotes to evaluate the success of a particular ELL program. In the previous year, teacher's discussed a concern about newcomers having to read a novel, or write a full essay in English prior to even learning their colors. As a result the Milestones program was purchased, including abridged novels, and newcomer text. Teachers also worked together to differentiate portfolio piece expectations, allowing for more native language in portfolio essays as students acquire English. After reevaluating the TBE program, a team of teachers was also put in place to provide differentiated instruction for newcomers and intermediate/advanced students. The inquiry team and ELL teachers and staff are constantly working together to provide the best learning environment for the students. With the anticipated implementation of EDPerformance as a formative assessment, teachers will be able to better assess and compare data across grades and ELL program, identifying needs and determining best means to address those needs.

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.

With the introduction of a new administration, many changes have occurred at IS 171, including the streamlining of the Freestanding ESL and TBE programs available to ELLs. The new administration has placed a great focus on ELLs and creating rigorous and engaging environments in which students will acquire English and content knowledge. Teachers are being provided with professional development in order to address personal areas of need as they are engaged in reflective practices.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: 19K171 **School Name:** Abraham Lincoln Intermediate School

Cluster: Debra Maldonado **Network:** CEI-PEA

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

Part A: Needs Assessment Findings

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

- Home Language/ Parent Surveys are completed for every student upon registration. These surveys provided us with information about the translation needs of our families.
- Annual School Report Card provides us with information about our general school population.
- Parents Preferred Language Forms are completed for every family upon registration. These forms indicate the language preference of each family and inform the school of oral and written translation needs.

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.

According to the Annual School Report Card 74.6% of the school population is Hispanic, and approximately 3% of the enrollment is recent immigrants. Based on data from the Home Language Information Surveys as well as The Parents Preferred Language Forms, we find that the majority of students come from homes where little or no English is spoken. We determined that written communication for parents needs to be disseminated in Spanish. Additionally, less than one percent require translations into Arabic, Romanian, Bengali, Chinese. We found that many parents needed someone to interpret for them in several situations, specifically when parents were meeting with their child's teacher, during school meetings, workshops and home contacts. All correspondents sent by the school are translated into their native languages.

Through school-wide professional development and inquiry meetings surrounding the Language Allocation Policy, staff were provided suggestions, resources and staff available in-house for translations in various languages represented by the student population.

Part B: Strategies and Activities

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

a. We plan to provide written translation of all parent letters. Important information such as the Discipline Codes, parent workshop schedules, parent conference and open school night announcements and flyers will be written in languages other than English. At IS 171, we use our bilingual parent coordinator as well as other teachers to translate written information into Spanish. When necessary, we will utilize the DOE Translation Unit to translate into other languages.

b. As an additional option, and to be used sparingly, teachers will be encouraged to utilize online translation websites like Google Translation to provide written communication home.

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.

A Spanish speaking Parent Coordinator is present everyday throughout the year and will provide oral interpretation services. Additionally, several in-house bilingual teachers, a bilingual family worker and social worker, as well as a bilingual guidance counselor, and a school aide (who works in the main office) will meet the parents' oral communication needs of our Spanish speaking parents. We plan to provide these in-house personnel to assist parents during Parent-Teacher meetings, conferences, parent orientations, PTA meetings and workshops provided by Parents Association and/or Staff. Oral communication, such as telephone contacts, will be made by school personnel in the parent's native language. Personnel will also be available before and after school to assist parents and answer questions. In addition to Spanish-speaking staff, we have staff able to communicate in Chinese, Bengali, and French who will assist in oral communication with parents when necessary. When necessary, we will utilize the DOE translation Unit to translate into other languages.

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>.

- IS 171 will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parents Rights and Responsibilities so that they will be aware of their rights regarding translation and interpretation services..
- The school will post signs in conspicuous locations, such as the sign-in desk and in front of the office, welcoming parents as well as informing parents that translation services are available. This notice is provided in covered languages and is downloaded from the DOE website.
- Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- Currently, our major language group is Spanish (a covered language). Should we experience a rise (10% of students or more) in a language group that is not a covered language, the school will contact the Translation Services Unit to obtain necessary signage and required forms to be translated.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: IS 171	DBN: 19k171
Cluster Leader:	Network Leader: Ellen Padva
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We service an ELL population, which comprises 18.5% of our student enrollment. We have freestanding ESL program as well as a TBE program. Through these programs, all of our ELLs receive the mandated hours of instruction.

In addition, support for newcomer ELLs, as well as SIFE students, grades 6-8 is provided on Mondays and Fridays from 2:20-4:00 pm by a certified ESL Teacher. The teacher utilizes in-house materials as well as teacher-created materials to provide basic ESL instruction. Long Term ELLs grades 6-8 are provided additional support on Mondays and Fridays from 2:20-4:00 by a certified ESL Teacher with an instructional focus on writing and reading modalities as identified by the NYSESLAT results. The teacher uses in-house materials as well as teacher created materials. Instruction in these classes is provided in English. The program will run until June, 2012-2013 school year.

ELLs also receive additional support in Saturday Academy programs which are offered to all ELLs grades 6-8. The program includes 2 teachers with bilingual extensions and one teacher with TESOL license. During Saturday Academy, which runs from 8:30 am to 12:00 pm, there are three ELL groups: Newcomers, Intermediate/Advanced, and Special Needs.

The afternoon newcomer class is taught by a TESOL certified teacher. The class engages in activities in reading and math and utilizes Skill Sharpeners workbooks. The intermediate/advanced ELL group engages in activities to prepare students for their NYSELAT, ELA, and math exams and utilizes Annatansio and Associates NYSESLAT Prep books as well as Comprehension Plus workbooks. The group rotates between two teachers, one who provides math instruction, and the other who provides reading instruction. Saturday ELL students with special needs receive instruction from a certified special education teacher with a bilingual extension. Students use the Progress Coach reading and math workbooks. The Saturday Academy program will last throughout the 2012-2013 school year.

Part C: Professional Development

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

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

Begin description here:

Professional Development is aligned with the Title III program that we are offering. All of our teachers

Part C: Professional Development

working with ELLs receive professional development. In house professional development will be available to the Bilingual teachers, ESL teachers as well as teachers of ELLs. They will participate in Grade conferences, which are provided monthly. Additionally, they will attend workshops that meet their needs, given by the CEI-PEA. Some teachers will attend QTELL training and will engage in capacity building after this training. The following is a tentative schedule of Professional Development activities. Working with our UFT-TC and CEI-PEA, we are additionally providing ongoing in-house professional development based on teacher Needs Assessments and Needs identified during the LAP development process.

ELL Strategies for Content; Given By: Virginia Jama; For: Teachers of Freestanding ESL, Content Area Teachers of ELLs, ongoing on Thursdays from 2:20pm-3:10pm

Use of Academic Language in Content Area Classrooms; Given By: Virginia Jama; For: Teachers of Freestanding ESL Content Area Classes; Thursdays – Ongoing

QTEL; Given By: OELL; For: ESL/ELA Teachers; Dates TBD

Administering the NYSESLAT & Other Assessments; Given By: Mr. Cuba, Testing Coordinator; For: All Staff Administering NYSESLAT; March 2013

In-House Teacher Collaborative Team: Teachers meet once weekly with other teachers on grade, to discuss best practices and look at student work.

Assessing Data; Given By: Mr. Cuba, Testing Coordinator, ESL Teachers; For: TBE Staff, ESL/ELA Teachers; December, 2012 - April 2013.

Part D: Parental Engagement Activities

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

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

Begin description here:

Current research on ELL achievement and parent involvement notes a high correlation between the two. It is imperative that we are able to work with parents to improve our school culture, tone, and academic success. The following is a breakdown of parent involvement activities that foster this school-home relationship. These activities were identified as areas in which parents are interested in receiving additional support/information. This need was identified through a formal Needs Assessment during our Fall ELL Parent Conference, as well as from the Principal's Monthly Cup of Coffee Meetings, the PTA,

Part D: Parental Engagement Activities

and our CBO (Cypress Hills Local Development Corporation).

Nutrition Workshops

Provided By: Parent Coordinator (Spanish-English)

For: All IS 171 Parents (Including ELLs)

Dates: Tuesdays, October - December 2012

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

ARIS Parent Link Workshop

Provided By: Parent Corrdinator (Spanish-English)

For: All IS 171 Parents (Including ELLs)

Dates: September 2012

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

Adult ESL Classes

Provided By: Cypress Hills Local Development Corporation

For: All IS 171 Parents

Dates: Four Nights per Week 6pm - 9pm

Notification: Translated Flyers

Principal's Monthly Cup-of-Coffee Meeting

Provided By: Principal and Parent Coordinator

For: All IS 171 Parents (Including ELLs)

Dates: One morning per month

Notification: Translated Flyers, School Messenger, Marquis Announcement, Monthly School Calendar

Parent Volunteer Program

Parents were trained and finger-printed in order to be part of our volunteer program. Parents assist during lunch, dances, during Parent Conferences, school trips and additional activities as deemed

Part D: Parental Engagement Activities

necessary by the parents and school.

Organized By: Parent Coordinator

Dates: Ongoing

Notification: Flyers, School Messenger, Monthly School Calendar

Part E: Budget

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

Allocation Amount: \$

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

