



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: IS 187

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K187

PRINCIPAL: JUSTIN BERMAN

EMAIL: JBERMAN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA CONSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Please add the names of SLT to this chart. Keep a signed copy of this document at the school and fax a copy to CFN 602 for safe keeping

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
Justin Berman	*Principal or Designee	
Jeffrey Feil	*UFT Chapter Leader or Designee	
Virginia Cantone	*PA/PTA President or Designated Co-President	
Betty Bonura	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Laura Hamilton	Member/	
Eileen Cullen	Member/	
Lucy Lopez-Flores	Member/	
Susan Feinsilver	Member/	
Linda Laspina	Member/	
Rose Lanfranchi	Member/	
Minnie Chan	Member/	
Frances Elsayed	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013 all Teacher teams' will align units of study with Common Core Learning Standards (CCLS), in response to student learning needs.

Comprehensive needs assessment

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

According to the New York State Report Card, 100% of our students have made adequate yearly progress in ELA and Math during School Year 2011-2012. Our Schools' performance index (PI) was 198 out of a possible 200 in ELA and in Math the PI was 200 out of 200. In order to continue student success, teachers are maintaining and developing curriculum in alignment with the CCLS.

Instructional strategies/activities

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

All English, Math, Social Studies and Science teachers will participate in weekly department meetings during their common planning time.

- Department teams will examine student work from the 2012-2013 school year, to understand gaps in student knowledge or skills, and inform the revision of their instructional units.
- During these meetings, department teams will refine curriculum units to ensure alignment with the selected CCLS, utilize DOK framework to determine rigor and incorporate UDL strategies to provide multiple entry points for all learners.
- Curriculum maps will also reflect the rigorous shifts that the CCLS demand especially through, the scaffolding of student progress by exposure to a staircase of text complexity, formulating opinions, justifying a stance with citation from a variety of resources, and use of academic language
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet regularly with teacher leaders and join team meetings on a regular basis to help coordinate this work.
- Teacher "ambassadors" will have additional opportunities for Network provided professional development and will turnkey their knowledge with their colleagues.

Timeline: September 2012- June2013

Strategies to increase parental involvement

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

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;

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a non Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for "Conceptual Consolidation" and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our school staff and fiscal resources to carry our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013 all teachers will have received four cycles of formative classroom observations, resulting in timely actionable feedback and improved student performance

Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback from short, frequent cycles of formative classroom observation.

Comprehensive needs assessment

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

Our schools' performance index (PI) was 198 out of a possible 200 in ELA and in Math the PI was 200 out of 200. In order to sustain such high standards for our student success, teacher effectiveness is a necessary goal. 67% of our staff completed their Master's degree plus 30 hours and only 17% are teaching out of their certification area – last year it was 19%. To ensure stability of learning, these snapshots will improve teacher effectiveness.

Instructional strategies/activities

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

Principals and assistant principals will make frequent visits to each teacher's classroom over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to the school selected competencies.

- **At least 75% of the teachers will receive this formative feedback within one week after observations.**
- **Trends in feedback will be noted and PD will be aligned to finding and offered to individuals, small groups, grade levels, all teaching staff**
- **Timely Actionable Feedback will result in enhanced teacher practice and improved student outcomes.**
- **Early in the school year, school leaders will ask for teachers' input on the type(s) of feedback they find most helpful.**
- **School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.**
- **Timeline: September 2012-June 2013**

Strategies to increase parental involvement

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

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;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:
Please address this area

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Is 187 has no students in temporary housing
- We have a SAPIS worker that works with students

As a non Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for "Conceptual Consolidation" and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our school staff and fiscal resources to carry our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 all students scoring in the lowest 1/3 of the ELA exam will improve one level

Improve the non-fiction reading comprehension ability of students identified as the lowest 1/3 of students in each grade in English Language Arts

Comprehensive needs assessment

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

According to the overview of school performance in 2010-2011, our ELA scores were 98% in grade 6&7 at, or above, level 3. We would like our bottom 1/3 to increase to the next level.

Instructional strategies/activities

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

All students will be administered an initial Level Set in September 2012 that will serve as a baseline in terms of their Lexile scores.

- Teachers will monitor the students' work in the web based Teenbiz program to ensure that they are on track and are completing the two articles assigned each cycle. Students will also be expected to respond to the written components, or thought questions, for the articles.
- Teachers will monitor the students' performance on the multiple choice activities and hold conferences with the students periodically. This will enable teachers to identify those skills with which the students are still struggling. Teachers will have the discretion to adjust their Lexile levels, where appropriate.
- Administration, and teachers will be key in the proper implementation of the Teenbiz program
- Teenbiz will automatically monitor and adjust students' levels, depending upon their performances on the multiple choice activities. Teachers will receive these reports, and are expected to concur before any changes to the students' levels are made.

Timeline: September 2012-June2013

Strategies to increase parental involvement

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

Parents are notified of their child's progress in teenbiz through the Language Arts teacher

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;

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
As a non Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for "Conceptual Consolidation" and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our school staff and fiscal resources to carry our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve communication among teachers, parents, students, and administrators.

Comprehensive needs assessment

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

According to our School Survey Results, (7.2 was our score) our communication needs to improve we only earned 1.39 out of a possible 2.50.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
- In September, all students will be given their Activation Codes for Edline.
- Parent coordinator reaches out to parents that have not activated their Edline account by the end of September.
- Parents are given instructions on how to access their child's account at PTA meetings and/or can come up to the school and the parent coordinator will provide training.
- All teachers are expected to maintain their own websites on Edline. All homework, class assignments, and grades are to be updated weekly throughout the year. All students and their families will have access to this information in a timely manner.
- Teacher will assign students the task of printing their Progress Reports during the months of October, December, January, March, and May. Students are expected to have these signed and returned to their teachers, who will maintain these Progress Reports in the student portfolios.

Timeline September 2012-2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- In September, all families of new students will be given Activation Codes and directions for logging on to Edline. This information will be made available in English and Chinese (Our school population is 67% Chinese).

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;

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). As a non Title I school, we will maximize the use of our Tax Levy and NYSTL resources to meet our goal since we do not qualify for "Conceptual Consolidation" and are not eligible to pool funds to address our instructional needs. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our school staff and fiscal resources to carry our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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
ELA	<p>-50minute small group instruction for students at risk as part of their school day -after-school program 2 days for 3 hours total. Small group instruction to meet individual student needs -at risk services provided for students during the school day by a pull-out program to address specific student needs</p>
Mathematics	<p>-50-minute small group instruction for students at risk as part of their school day -after-school program 2 days for 3 hours total. Small group instruction to meet individual student needs -at-risk services provided for students during the school day by a blended model of instruction in which 2 teachers team teach students who are at risk</p>
Science	<p>50-minute small group instruction for students at risk as part of their school day</p>
Social Studies	<p>50-minute small group instruction for students at risk as part of their school d</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Services are provided during the school day and during the 50 minutes for at-risk students. These services include social and emotional goals development, conversations about academic issues and strategies are discussed to improve students' academic standing. Services are provided during the school day for students who are experiencing social and emotional issues. These services include one-on-one counseling, small group counseling and meeting with parents regarding students' emotional state</p>

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.

We ensure that our teachers are highly qualified by assigning them to programs that are within their license area. The school provides staff development once per week for 50 minutes to maintain curriculum standards by looking at student work and evaluating the quality of the work from the different classes. Teachers' share why and how things work well with their students within their classes. New teachers benefit from the experienced teachers by why something is not working well for the newer teachers just from experience. New teachers bring new ideas of how subject matter is being approached, i.e. online materials, etc..

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
CAN 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.

I.S. 187 Parent Involvement Policy/School-Parent Compact

I.S. 187 agrees to implement the following statutory requirement:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- opportunities for the participation of parents with limited English proficiency and parents with disabilities, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- f. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school;

1. I.S. 187 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. The school will also continue to support our community assistant whose responsibility will continue to be the written/oral translations for our Asian population.

- Training for parents and community members will include: Support for parents' understanding of, and participation in instructional initiatives
- EdLine training for parents (This will include how to access the school website and the information pertaining to their child's class, homework, school functions, etc.).
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc. Staff from Maimonides Hospital, and our school psychologists, will provide parents with a series of conferences on communication with their child(ren). Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meetings strategies, and parent and community engagement. Our trained parent coordinator will continue to provide parents with an on-site liaison that was selected because of demonstrated skills in meeting school specific needs. The parent coordinator provides parental outreach on a consistent, ongoing basis as well as supporting the needs of the school's parents at district-wide parent forums and training sessions. The community assistant will continue to provide translation services in every capacity

that is necessary to support our parent community. Edline also has the capacity to translate school information by merely choosing the language the parent desires on the front page

2. I.S. 187 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

3. I.S. 187 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

I.S. 187 will continue to work with the PTA, SLT, PAC, parent coordinator, and community assistant to provide parents with workshops in any area requested during the day or evening.

4. I.S. 187 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play).

The School Leadership Team of I.S. 187 will continue to monitor compliance with our CEP and evaluation of our parents' involvement in order to improve and provide the best standards based education for our students. Along with the Parent Coordinator, the PTA and SLT will design an evaluation sheet to be distributed to all parents for suggestions and input into our current program and what we can do to improve it. The Parent Coordinator, PTA and SLT will then collaborate to design strategies that will improve our parental policies.

5. I.S. 187 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding

topics such as the following by undertaking the actions described in this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators by conducting workshops, conferences,

classes, and providing equipment or other materials that may be necessary to ensure success.

I.S. 187 will continue to provide assistance to parents through workshops in the new State Standards, assessments and content areas and other requested topics. During Parent Teacher conferences, and in reports sent home, parents are kept advised of student's progress. Students who are in danger of not being

promoted have letters mailed to their homes advising parents of this potential outcome. Parents of Students in danger of failing, who are not attending extended day programs, receive telephone calls to discuss the problem and alternatives.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as using technology, as appropriate, to foster parental involvement.

Parent coordinator, literacy coach, teachers and administrators are available to work with any parent to explain how to effectively use and interpret data concerning their child's academic progress.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting surveys of needs and work closely with the PTA/PAC and SLT.

I. S. 187 has a good working relationship with our parents and with our parent coordinator and community assistant and will continue to work closely with them. As previously stated, we will conduct a needs survey on how we can improve our communication, implementation and coordination of parent programs.

d. The school will, in partnership with the PTA, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with EdLine and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Our parent coordinator has a resource center that includes websites and booklets on how they can help their children in all different subject areas. In addition, there are also booklets on involvement, behavior and their rights. Our Parent Coordinator also works with parents and provided advice and assistance, workshops and programs for parents and children.

e. The school will take the action to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand in a timely manner to ensure that parents will be able to make arrangements to attend.

All material sent home in a timely manner in an understandable, uniform format. We have many families that have requested letters be in Chinese which is accommodated. All letters are sent home as one side in English and the other in Chinese.

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 Jose Ruiz/ Julia Bove	District 20	Borough Brooklyn	School Number 187
School Name Crista McAuliffe Intermediate School			

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

Principal Justin Berman	Assistant Principal Mary T. Lane-Citlak
Coach Diane Zizak	Coach
ESL Teacher Lucy Lopez-Flores	Guidance Counselor
Teacher/Subject Area Scott Scheiner	Parent
Teacher/Subject Area Lisa Figueroa	Parent Coordinator Carla Palumbo
Related Service Provider JoAnn Gasser	Other Rosemarie McGarr/AP
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	965	Total Number of ELLs	17	ELLs as share of total student population (%)	1.76%
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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

Due to the nature of our student population, we have no new-to-the-country arrivals (newcomers). The students who come to our school are students who have been tested for the Gifted and Talented Program. Students who enter our school from a private or parochial school are given the home language survey and an interview of the parent and student is conducted by the ESL teacher (Lucy Lopez-Flores) or assistant principal (Mary Lane-Citlak) to determine if testing with the LAB-R is necessary.

1. Initial Identification

If a newcomer were to come to our school, the parents would complete a home language survey and an interview would be conducted to determine if the child was required to take the LAB-R exam within ten days of enrollment. They would then be given the exam, if necessary. If we were to receive students who are from out of the country, the parents would be asked to complete the home language survey with Mrs. Lopez-Flores or Mary Lane-Citlak. An interview of the parent and student would be conducted. If a child were to come from a Spanish speaking country, a Spanish LAB would be administered to the student to determine their level of communication skills in Spanish.

2. Parent Introduction to the ELL Programs

If it is determined that they are eligible for ESL services, their parents are scheduled to attend a parent meeting in which they view a DVD about the NYCDOE programs for ELL students. Since the placement of the child is of critical importance, the meeting is scheduled for within two school days. Translators would be available to discuss the programs available and to answer parent questions.

3. Entitlement Letters

Students who have not demonstrated a Proficient Level on the NYSESLAT exam are given letters of continued entitlement. The parents are asked to complete a parent survey regarding their preference for their child's placement.

4. Placement Procedures

Placement would then be made for the student within our school, based on the parent's survey and the available programs. If the parent wishes their child to attend a program not available in our school, the Network ELL compliance officer (Ms. Teney) would be notified to check the availability of programs in other local schools. It would be at the OSE level in which this movement would occur. This situation has not occurred.

5. Current Trends

Parents usually determine that they would prefer to have their child remain in our school in a free-standing ESL program that includes a blended model of in-class support and a pull out program. The ESL teacher meets with the teachers of the ESL entitled students weekly

to make sure that the necessary supports are in place, and to make certain that the children are making progress. The numbers of students entering our school as ELL are as follows:

- 2006-7 - 1 Grade 6 Student
- 2007-8 - 1 Grade 6 Student
- 2008-9 - 1 Grade 6 student
- 2009-10 - 2 Grade 6 students
- 2010-11 - 1 Grade 6 and 1 Grade 7 students
- 2011-12 - 4 Grade 6 students

For the past years, we have encountered the situation in which students are former DOE students who have left the public school system to attend private school and then returned. They were ELL entitled when they left the public school system. They did not take the NYSESLAT test while in the private school and they require the ESL services when they return to the DOE programs. These children are generally fluent in English since they have been in the private school for as many as four years. These children receive the services upon their return to the DOE program until they receive a proficiency level on the Spring NYSESLAT exam.

We review the RLER report that lists all students who are eligible to take the LAB-R or the NYSESLAT exam each September and periodically through the year to insure that all students who must take the exam take this exam. During the testing period, we make a detailed list of each student and their corresponding grade and schedule the students to take this exam following the directives from New York State. Mrs. Lopez-Flores is the teacher who proctors this exam for all students to insure that all students complete each component of the test during the testing period. Mrs. Lane-Citlak is the test coordinator who works closely with

During the past four years, we have received students into our school who have been in ESL or Bilingual Chinese programs who are still entitled to ESL services. These students are provided with ESL instruction by a licensed ESL teacher who also supports the content area teachers of these students. When students are accepted into our school, the ESL teacher and the Assistant Principal meet with the parent to inform them of the ESL program within our school. It is explained that we do not have a bilingual Chinese program. The parent is asked if they would prefer for their child to continue in a bilingual program. In every case, the parent has decided that they want their child to stay in our school since they have been part of the Gifted and Talented screening process and want to attend our school.

The programs that we have in our school are aligned with the parent request for ESL instruction. We have not had a parent want to move their child from our school because we do not have a bilingual program in our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							6	6	1					13
							4							4
Total	0	0	0	0	0	0	10	6	1	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	13
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8		4	6		6	3		3	17
Total	8	0	4	6	0	6	3	0	3	17

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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
Spanish							5		1					6
Chinese							4	5						9
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						1
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	6	1	0	0	0	0	17

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?

For the school year 2011-12, we have four general education students and thirteen special education students who are receiving ESL services.

Our current general education ELL students have been placed into the same homeroom class so that instruction can be provided within the regular classroom setting. They also receive pull out services to address their individual student needs. The students participate fully in the general education departmentalized program with their class with push-in and pull-out support by the ESL teacher specialist.

A. Programming and Scheduling Information

Our current special education ELL students are in different classes within the special education unit. The students come together for ten periods of ESL instruction during the six day cycle. This class of 13 students (4 students with alternate placement paraprofessionals, 1 ESL only student and 8 students who were formally x coded) are team taught by an ESL teacher specialist along with a special education teacher for these ESL periods. These students are grouped within the classroom based on their individual student needs as reflected on their IEPs and their daily language ability as observed within the classroom setting. These students are in all three grades and in a 12:1:1 program who are NYSAA eligible. The language of instruction is in English. The four students who currently have bilingual paraprofessionals are provided with the translation of content specific instruction during the class sessions. These paraprofessionals also serve as the classroom paraprofessionals within their given room.

The students in the general education program receive a mixture of push-in services and pull-out services that best meets their instructional needs, thereby reducing the amount of time that students are removed from their classrooms. Since these students are all in the country for two years and they are in a gifted program, the majority of the services are done within the classroom setting to support their learning of new content and language skills. The program includes push ins in the following subject areas: Language Arts, Social Studies, Science, Math and Spanish. This allows for the ESL teacher specialist to be involved in the development and implementation of educational lessons that will address the needs of these students. Their program also includes four periods of pull-out services in which the teacher can develop the language skills of each child while supporting the educational programs within our school.

Within the sixth grade, there are fourteen former ELL students who are also monitored and provided with support, when necessary. In the seventh grade, we have four students who receive transitional support. In the eighth grade, we only have two students who receive this support. This transitional support is designed with individual student's needs being assessed through teacher observation and assessments given in class. These students are evaluated for our mandated Language Arts program and after school programs to address their needs on an individual basis. The plans that we have in place for these students are continuously reviewed throughout the year. Some students benefit from lunch time peer tutoring programs during which their classroom peers review material covered in class under the supervision of a teacher during the lunch period.

The children in our special education program have received beginner or intermediate ratings on the NYSESLAT Spring of 2011 assessment. They are at various stages of ability in the areas of listening and speaking. All of our special education students are in the Beginners Level for Reading and Writing. As indicated in their educational evaluations, each student has a deficit in receptive and/or expressive language from the moderate to the severe range. Each student's IEP indicates whether they require bilingual or ESL instruction. Since these students have significant cognitive delays, it is difficult to determine if the language deficiency is cognitive or language based in nature. This class of ELL students meets for a total of ten 45-minute periods of ESL instructional time weekly. The teachers and paraprofessional work within the class with different groups of students to meet the unique needs of the students within this class.

ELL YEARS OF SERVICE AND PROGRAMS

We currently have no SIFE students in our school. We are servicing eight students who have received ELL services for 0 to 3 years (four general education students and four special education students). We are servicing six students who have received services from four to six years. The students are all special education students. We have three long term ELLs in our school who have received more than 6 years of service. These students are also special education students who have significant cognitive delays.

HOME LANGUAGE BREAKDOWN AND ELL PROGRAMS

Since we do not have a 12:1:1 bilingual program in Polish, Spanish or Chinese that meet the functional academic and social needs of these children, they are being addressed by their alternate placement paraprofessionals. The alternate placement paraprofessionals are expected to facilitate the daily instruction within the classroom for these students who require a bilingual setting.

In the spring of 2011, we administered each portion of the NYSESLAT exam to our 12:1:1 students who have significant cognitive delays. However, the students' ability to accurately show their language development in an evaluative manner using standard testing is extremely limited. In our general education programs, we have 4 Chinese Grade 6 students. In our special education program, we have the following breakdowns of languages within the ungraded program: 6 Spanish students, 1 Arabic student, 1 Polish student and 5 Chinese students.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

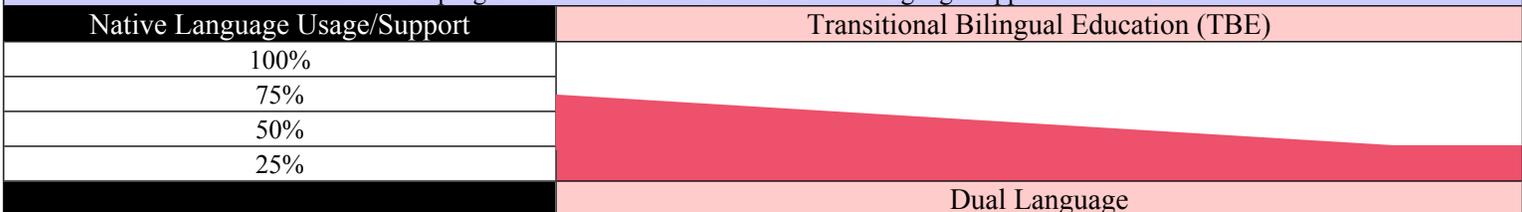
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Programming and Scheduling Information

The planning of our academic language development is the responsibility of our entire school community. Literacy and language development is not only the responsibility of the language arts teacher but also of the science, social studies, mathematics, art, technology, music, debate, law, physical education, health, and Spanish teachers. Each content area contributes to the well-rounded broad background that all children need in order to become active members of our community. The development of interdisciplinary units of study lends itself to the idea that learning does not occur in a bubble, but occurs when we are fully involved in learning a topic at hand. We use a modified balanced literacy approach that draws on many strategies. These strategies include but are not limited to: workshop model of instruction, scaffolding, technology, differentiated instruction, anthologies, and literature based instruction. This year, we are also beginning to implement components of the Common Core Curriculum.

For the students who receive services on a long-term basis, it is critical to see exactly where the child is still deficient. Those areas should be worked on throughout the school year in an attempt to address the student's difficulty in that area. Currently, many of our ELL students have IEPs. It is important to review the children's IEPs to determine that the language difficulty experienced by the child is language based and not a cognitive based disability.

FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

Our ESL program for our self-contained special education students is a pull out program that addresses their individual educational needs. The students participate in ten sessions of 45 minutes of ESL instruction during our six day cycle which is team taught with an ESL teacher specialist and a special education teacher. For the remainder of their instructional time, they receive instruction using ESL methodology. During the course of their day, they are working with teachers who have received the necessary ESL training to work effectively with these children.

During the ESL session, the ESL teacher specialist/special education teacher works with the students and the assigned paraprofessionals utilizing the materials listed below:

The following materials are used with the students who are our Beginners in our special education program:

-Spelling Connections – Grades K/1 – This book focuses on phonemic awareness from the sounds of the letters to the thinking, spelling, reading and writing of the English language.

-Phonics Build Better Readers Activity Book – Grade K/1 – This book continues to develop the phonemic awareness of the students that strengthens their reading and comprehension abilities. The book series contains short stories that focus on the sounds that were introduced.

-Handwriting by Zaner-Bloser – These books focuses on the writing of the letters in the English language.

-Starfall.com Level I and II Reading and Writing Journal – This book assists the students in organizing their thoughts into the written word

in a journal format.

-Sight Word Journal by Lakeshore – This is a workbook series that focuses on developing the sight word vocabulary for new readers of the English language.

The following materials are used with our more advanced ELL in the special education program:

Clues top Meaning - This book focuses on spelling and vocabulary.

Primary Phonics - This book focuses on phonic awareness and word attack skills.

Making Connections - This book works on details, main idea, sequencing events from a story and compare and contrast within a story. It is used to develop beginning reading comprehension skills.

Poetry Journal - Students are exposed to poetry and they answer questions about the poem.

Guided Reading Books - This is a series of books on various levels that develop reading skills. These levels are grade equivalent and assist students in their reading comprehension and vocabulary development.

The ESL teacher specialist works with the special education teacher specialists to develop programs that meet the needs of their students. Curriculum mapping and interdisciplinary units of study are discussed with the ESL teacher specialist so that a connection can be made in the ESL class. Vocabulary is reinforced in all subject area disciplines. The art and technology teachers work closely with the teachers to facilitate the implementation of the study units with projects in their subject discipline to tie it all together.

For the four students in our general education program, we provide instruction for the three students who have achieved the “A – Advanced” level on the NYSESLAT exam. There is also a student in the same class that scores "I- Intermediate" level on the NYSESLAT exam. Since these four students are in the same class, we provide the ten periods of ESL support to all four students. We feel that it is detrimental to pull out students from their regular classes on a daily bases. Therefore, the ESL teacher specialist and the subject area specialist team teach to provide the necessary ESL support within that subject area class for the majority of the students program.

The ESL teacher specialist works with the subject area teachers focusing on the following ideas:

- Access to TeenBiz during the pull-out periods so that students can keep up with the required readings and work using this computerized program of differentiated instruction
- Grouping of these students - High vs. Low
- Spanish class with a focus on vocabulary using English-Spanish and visuals
- Teachers discuss content of a test with the ESL teacher so that she can review material with the students before the date of the test
- Teachers tell the ESL teacher specialist the dates for group projects or topics for discussion. The ESL teacher makes every attempt to change her schedule so that she can be there to guide the students in their learning.
- LA teacher ask for suggestions on taking notes and explanations for the ELLs.
- Teachers use their resources within the teacher's edition to assist all of their students using visuals, extra explanation and activities to help in the comprehension of the new topics discussed in class.

In the special education classroom, we recognize:

The issue of alternate placement within special education classes is an on-going process. Students who require bilingual services are granted an ISP (Interim Service Plan) for the use of alternate placement paraprofessionals. These paraprofessionals assist the students in the educational process by providing these students with the necessary translations from English to their native language . As students articulate to our school, all IEPs are reviewed regarding the educational needs of the students. If an alternate placement paraprofessional is needed, the Office of Human Resources is notified. Placement of a paraprofessional is done based on the school's needs for a specific language. These paraprofessionals receive training given by the ESL teacher specialist and special education teacher specialists to enhance and reinforce the learning of the English language using ESL strategies. The paraprofessionals will provide the students with the support required to meet their individual needs. The students are monitored to determine that the services granted under the ISP are appropriate. If

it is determined that the services are no longer needed, the services can be removed from the child's IEP. It is also determined at this time whether the student still requires ESL services or not. This is based on the student's language ability in English and a determination is made in conjunction with the child's parents.

When an ELL student is due for an annual review, we establish a language goal to be entered on their IEP for the upcoming year. Parents receive four progress reports annually along with their child's report card. This progress report alerts the parents to the observations of the teachers with regard to their child achieving their goal during this year of instruction. The students also receive an annual assessment called the NYSAA in which student work samples are gathered. These become evidence as to their meeting their educational goals during the school year.

All students have access to all after school programs regardless of their status as an ELL or former ELL. Many of the students who are identified for these programs are identified due to their need for additional support in the area of written communication. We have attempted to address the needs of these students by providing Academic Intervention Services (AIS). These AIS services are during our school day as well as in after school programs.

Below, you will see our list of programs for all students:

Our Academic Intervention Services are well rounded and content specific in nature. All students are invited to participate in these programs. Parents are sent letters detailing the program and the possible impact it will have on their child's academic success, and attendance to these programs is monitored on a daily basis. Parents are kept informed regarding their child's progress. The teachers working in these programs are involved in the development and implementation of the skills to be addressed.

Mandated Program

We also require that students who do not earn at least a grade of 75 in a major subject to participate in an extended day program on Tuesday and Wednesday from 2:20 to 3:10. These students are evaluated quarterly by review of the report card and teacher evaluations to determine whether they need to continue in this program. Parents are notified via a letter from the school stating that their child is required to attend this mandated program of study.

Enrichment Program

All students are given the opportunity to select Enrichment Clusters to participate in during the four quarters of the school year. These programs take place on Tuesday and Wednesday from 2:20 to 3:10. Examples of these programs include mural painting, chess, movie reviews, fitness and exercise, scrabble, math exploration, etc.

After-School Programs

Homework/Study skills – All students are offered the opportunity to participate in this program which helps them to develop organizational and study skills. They also complete their homework during the sessions, and laptops are made available to them. Many of these children do not have anyone at home to help them with their homework. This program allows for them to have assistance four days weekly. Students also are able to work on the Achieve 3000 TeenBiz and Get-a-Clue which are computer programs used in our Language Arts Program to assist the students in their comprehension of non-fiction writing and vocabulary development.

We also have the following after school programs to address students' interests. They include: Drama Club and CHAMPS programs.

C. Schools with Dual Language Programs

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

We do not have this program in our school.

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

The following programs and topics are provided to all teachers throughout this school year in our effort to develop and strengthen programs for all students:

- Our Literacy Coach meets regularly with our Language Arts and ELL teachers to assist in the development of appropriate strategies for our ELL population.
- Rubric Evaluation/Looking at Student Work – Teachers develop rubrics with their classes to evaluate student work. Rubrics are developed for writing assignments that are aligned to the state standards and the common core curriculum. As part of the common core standards and the development of tasks aligned to them, the teachers are asked to evaluate the students' tasks as to the level of mastery for the students in their classes. The teachers work together to develop the rubric that is used to evaluate the students' responses.
- Differentiation in the Subject Area Classroom – Teachers develop and implement instructional strategies to meet the needs of all the students in their classes. Teacher training and workshops examining differentiation in the classroom are provided to all staff members throughout the school year. Teachers meet in collaborative teacher teams to focus on how differentiation can be incorporated into their classrooms throughout their daily lessons. We also examine the data available to see how we can group students for learning. We discuss with the general education teachers the modality report for the NYSESLAT exam and discuss ways in which we can provide meaningful instruction to develop the areas of language that are still considered to be deficient for our current ELLs.
- Teachers have developed one collaborative group that they are working with throughout this school year. Teachers are sharing their best practices during these weekly meetings. The focus of this group is Curriculum Based and Inquiry Student Needs Based. The Curriculum Based/Inquiry Based teachers teams are teachers who teach the same subject and grade level. They discuss the students' progress and share the interventions that they are using within their classrooms. They work together to develop classroom activities and instructional units as well as to review student work samples to determine if the activity yielded the results they wanted from their students.
- Inquiry Team Target Population – For the last four years, we have focused on student writing, specifically in the area of writing mechanics (e.g., capitalization, spelling, punctuation and usage). In addition, we are also focusing on the specific needs for our student population, which is primarily former ELL, to develop their vocabulary skills, and to further their understanding of figurative language. We are unified in our efforts to improve the written and spoken English language of our current and former ELLs. Students who are newly proficient in English are considered for Inquiry follow up in English Language Arts. This also provides additional support for these students through the mandated and enrichment groups and the after school programs.
- Public Speaking Initiative – For the past five years, we have come to understand that our current and former ELL students who speak Chinese at home often do not volunteer to speak in class. We have begun to monitor student participation in class more systematically. We focus our efforts on the effective communication skills of our current and former ELLs by monitoring their ability to develop their oral speaking skills through this initiative.

All teachers are given the opportunity to participate in training that they feel will benefit themselves and their students. All teachers are working with ELLs have received the necessary training and are encouraged to attend any professional activity that will be of benefit to themselves and their students.

Professional development activities for the assistant principals include conferences held on the city-wide and network level that address our student population's unique needs. The conferences include ELL instructional content specific workshops, development of the LAP document, NYSESLAT administration and scoring training.

Professional development activities for the school secretaries include webcasts and meetings to address the changes in the Home Language Survey, etc.

Professional development for the Parent Coordinator includes meetings held by the Office of Student Enrollment and the Office of Parent Engagement to address the needs of the students and the parents of English Language Learners to assist them in their understanding of the programs and activities for their children within the NYC DOE.

The professional development that is given to the staff for those who teach the ELL and the former ELL includes school based programs that the teachers design and the administration supports to address the concerns and needs of our staff. At the beginning of each school year, each academy has a meeting in which the students who have recently reached proficiency are discussed. This meeting includes the test accommodations for these students as well as conversations with the past and future teachers to assist the students in a smooth transition from one grade to the next.

Several teachers, representing various departments, are attending on-going professional development with regard to the new Common Core Curriculum.

The general education staff members that work with the ELL population have received the 7.5 hours of required training. The special education staff that work with the ELL population have received 10.5 hours of required training. There are notices in the teachers' files that state that they have taken the required training and successfully completed this training.

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?

All parents are invited to attend all PTA meetings as well as to participate in meetings that will assist them in working more effectively with their children. Each year, we have offered such workshops as using the ParentLink for ARIS, developing homework and study skills, using EdLine to follow your child's progress, learn about cyberbullying and internet safety and transitioning into the middle school.

We communicate to parents by sending home monthly newsletters, flyers about upcoming meetings and events, weekly phone messages (in English and Chinese), and email notifications. All written communications are done in English and Chinese. These various modes of communication have been increasingly successful in getting the word out to our parents regarding upcoming events and special programs.

Additionally, we have begun to post monthly Curriculum Newsletters that summarize for parents what their child will be doing in class for the upcoming month.

In addition to the four quarterly report cards, students will also be given five progress reports (during the months of October, December, January, March and May) throughout the school year to inform parents of how their child is doing in each of his/her classes. Parents will also be able to go on EdLine to check on their child's progress and homework assignments. The teachers will update their students' information on a weekly basis. Homework assignments will be posted.

Our PTA and Parent Coordinator together send out a survey requesting input from parents regarding suggestions for our upcoming monthly meetings. This year, in an effort to increase parent involvement, we have asked parents to supply us with their email addresses so that we can also send important communications home via the internet.

For the past three years, we recognized the need for a Community Assistant who is fluent in Chinese so that we may better bridge the gap between the school community and our Chinese speaking families. The Community Assistant has been a tremendous asset to our school community. She translates all written communications and records the weekly phone messages that go home. She attends all school events and enables our Chinese speaking families to more fully participate in our school. She also assists parents on signing onto the EdLine website. She is available to assist with parent conferences and to support our efforts in meeting the needs of our Chinese speaking students and parents.

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)							6	6	1					13
Intermediate(I)							1							1
Advanced (A)							3							3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	10	6	1	0	0	0	0	17

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1	2		4
7					0
8					0
NYSAA Bilingual Spe Ed				13	13

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6								4	4
7									0
8									0
NYSAA Bilingual Spe Ed							13		13

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed	1						4		5

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test			2					

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.

All students who have been identified as needing to take the LAB-R assessment have passed the exam upon entering our school. These students had attended private schools and are proficient in English.

When looking at the NYSESLAT results, it is important to know that only thirteen students in special education completed the test. All thirteen of these students are in the beginning level of the assessment outcomes.

We also had five students who could not complete their exam due to their significant cognitive delays. These students are NYSAA students and do not take standardized exams -- except for the NYSESLAT exam. Their scores are not reflected on the exam roster. The scores for all NYSAA students will not reflect their language abilities, but rather their frustration levels. Speech and language deficits were well documented throughout their educational careers. Since these students are designated as NYSAA students, it would be appropriate to add a section to their NYSAA portfolio that showed the improvement in the development of their English language abilities. This suggestion was made in an effort to better assess our students and provide appropriate instruction to meet their individual needs.

The modality analysis for these students is basically of no value since they do not understand what they are asked to do during this assessment. Their functioning on the NYSAA shows what these children are actually doing within their classes. The vast majority of them received a Level 4 on the ELA (12 out of 13) and one Level 3, Level 4 in Math (13 out of 13) and Level 1 on Science (1 out of 2) with one Level 4 (1 out of 2).

The lowest scores for our two general education ELL students are in the areas of reading and writing. Through different classroom and individualized activities, we are developing the written as well as receptive language skills of these ELL students. The Grade 6 children have achieved one Level 1, one Level 2 and two Level 3 on the NYS ELA exam. Their math scores are both Level 4 and were taken in their native language of Chinese.

AFTER REVIEW AND ANALYZING THE ASSESSMENT DATA

General Education

We use the data from all State standardized tests as one source of information. All of our students are currently working with Achieve3000, which is a web-based reading and writing program that delivers differentiated instruction using non-fiction material. All students use an online vocabulary enrichment program entitled, "Get-a-Clue". The students find these programs to be challenging and enjoyable. Students progress through this web based program at their individual level as determined by their progress in these programs.

We use the data generated through the Acuity assessments (ITA's and Predictives) to help develop group work, and to provide supplemental assignments online. This enables our teachers to deliver differentiated activities that will help our students to progress in both Language Arts and Mathematics. Teachers can also provide students with specific challenging activities that focus on various concepts and skills required, as reflected in these periodic assessments given throughout the school year. Students work on-line at home and in school on these activities to meet their individual student needs.

Special Education

For our special education youngsters, we look closely at the students' IEPs and the assessments that are done in conjunction with the annual goal setting IEP meeting.

We develop NYSAA datafolios that reflect the children's understanding of the English language through pieces of evidence that are appropriate for each individual child's functioning level. These pieces of evidence are assessed on an Accuracy Level and an Independence Level. Each child receives a score that reflects a Performance Level similar to their grade appropriate peers. The students' level of performance are 12 at Level 4 and 1 at Level 3 on the NYSAA ELA.

In conjunction with the special education teacher, the ESL teacher develops goals on the child's IEP that will strengthen their ability to develop their language skills in English. These goals focus on the four components of the NYSESLAT test in an attempt to develop our four components of the English skills for the individual child.

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.

The Christa McAuliffe Intermediate School (IS187) is located in Brooklyn. Our school serves a student population that resides throughout District 20 in the western area of Brooklyn.

Our school's student population is as diverse as Brooklyn itself. There are seventeen different languages spoken in their homes. These languages are Albanian, Arabic, Bengali, Burmese, Bulgarian, Greek, Hebrew, Korean, Polish, Russian, Spanish, Turkish, Ukrainian, Urdu, Vietnamese, Chinese (Cantonese and Mandarin), Thai and Japanese and of course, English. Nearly seventy-seven percent of our student population speaks a language other than English in the home.

The ethnic census for our school indicates the following data:

White	26.65
Asian/Pacific Islander	69.70
Hispanic	3.00
Black	0.51
Hawaiian/Pacific	0.10

Our population of former English Language Learners has seen an increase in recent years due to the fact that it reflects the change in our neighborhood.

Our student population consists of thirty-two classes of gifted and talented students and three classes of students with developmental delays. Our school has a current total of 965 students. For the school year 2011-2012, we have thirteen English Language Learners in our special education program (eight of which were X coded and are currently in the ESL program). We also have four general education students who are receiving English as a Second Language Services. Sixteen general education students are receiving transitional ESL services since they have tested out of the program within the last two years. The ESL teacher meets with the teachers to determine what supports these children need in order for them to continue to make progress in English. The ESL teacher is also kept informed of any issues that these students are experiencing in class.

While it is true that many of our general education students are coming from non-English speaking homes, the vast majority of these students have achieved proficiency and are currently not receiving English as a Second Language Services. Looking at the data, we find that many of these students who speak Chinese at home are still experiencing some difficulties developing the necessary vocabulary, writing and speaking skills. These are areas in which we provide Academic Intervention Services.

Part VI: LAP Assurances

School Name: <u>IS 187</u>		School DBN: <u>20K187</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Justin Berman	Principal		12/14/11
Mary T. Lane-Citlak	Assistant Principal		12/14/11
Carla Palumbo	Parent Coordinator		12/14/11
Lucy Lopez-Flores	ESL Teacher		12/14/11
	Parent		12/14/11
Lisa Figueroa	Teacher/Subject Area		12/14/11
Scott Scheiner	Teacher/Subject Area		12/14/11
Diane Zizak	Coach		12/14/11
	Coach		
Breana Kaplan-Ross	Guidance Counselor		12/14/11
	Network Leader		
Rosemarie McGarr	Other <u>Assistant Principal</u>		12/14/11
JoAnn Gasser	Other <u>Speech Language</u>		12/14/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20k187 **School Name:** Christa McAuliffe School IS 187

Cluster: 6 **Network:** CFN 602

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.

Through the Learning Environment Survey, we recognize that the parents of our Chinese speaking students need to have material translated in Chinese. Nearly 70 % of our students are speakers of Chinese at home. Our needs assessment indicated that we must have a staff member that is versed in oral, written and spoken Chinese. We have a full time Community Assistant who fills this role in our school.

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

We have found that Chinese is a largely requested language by our parents. A notice is sent home each September which asks parents to indicate their language of communication. Parents are informed that we have a full time Community Assistant as well as a Parent Coordinator who can assist parents in helping their child succeed in school.

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.

As stated in Part A: Ms. Mei Mei Ku, our community assistant, is available to translate all written communication in Chinese. She is fluent in Cantonese and has some experience in speaking Mandarin. All notices, flyers, newsletters, etc. are translated into Chinese by Ms. Ku. All documents that are distributed to students are also posted on our school website. Parents are encouraged to check this website daily for announcements and documents distributed to their children. We are also using School Messenger to send out important safety announcements, weekly Principal announcements, etc.

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

Ms. Ku is available from 7:30 to 3:30 daily in the main office to assist parents. She can be reached in person, via the telephone or email as well. She is also available to meet with parents to facilitate conferences between administration, teachers and parents. She attends all parent meetings and provides translation for our Chinese speaking parents. We also have three language paraprofessionals who act as translators for parents who speak Polish, Chinese and Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In September, parents receive a letter that asks them in their language which language they prefer to receive critical communications. This form is then entered into the database. With any items that need to be translated, we include a statement that the document is important and needs to be understood by the parent.