



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JOSEPH B. CAVALLARO I.S. 281

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21k281

PRINCIPAL: MARIA A. BENDER

EMAIL: MBENDER4@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Maria A. Bender	*Principal or Designee	
Theresa Cardazone	*UFT Chapter Leader or Designee	
John Talmage	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Susan Czarnecki	CBO Representative, if applicable	
Hadiya Boyd	Member/UFT Teacher	
Blasé Cannavale	Member/UFT Teacher	
Antony Solino	Member/UFT Teacher	
Dr. Law	Member/CEC District 21	
Susan Greenspan	Member/ Parent	
Grace Bonomo	Member/Parent	
Sue Hule	Member/Parent	

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Tom Shine	Member/Parent	
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* 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

Annual Goal #1

By June of 2013, 100% of math teachers will collaborate to design a new working 6th, 7th and 8th Grade Published Curriculum aligned to the CCLS to be operational in the 2013-14 school year.

Objective: By June of 2013, a published curriculum reflecting the Common Core Learning Standards in Mathematics will be completed and ready to be implemented for the 2013/2014 school year. Two Units of this curriculum will have been implemented during the 2012-2013 school year to measure its success on student achievement resulting in completed pre and posttests, tasks and assessments.

Comprehensive needs assessment

For the 2012-2013 school year the Chancellor's Instructional Expectations require all schools to align the CCLS to the Math Curriculum. Quality Review statements 1.1, 1.2, 2.2 and 5.1 stress the importance of this alignment.

Joseph B. Cavallaro's Instructional Expectations Team, Administration, Data Specialist and School Leadership Team used a variety of primary tools to assess our overall progress and quality of our educational forces. The needs assessment included a review of the following measures and indicators:

- a) NYS Assessment results including item skills analysis
- b) Annual School Report Card
- c) Annual Progress Reports
- d) Last year's CEP
- e) Student Portfolios
- f) Individual Teacher Interviews

Using all available information, including item skills analyses for math were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Data was discussed, interpreted and disaggregated. The findings were categorized and reviewed at a School Leadership Team meeting and reported to the parents at an open and advertised PTA meeting. The Principal and School Leadership Team Chairperson reviewed the data and conducted a question and answer session. The Principal and the School Leadership Team Chairperson then explained the needs assessment findings resulting from a faculty conference and School Leadership Team review. The Principal, along with the Data Specialist, explained the findings at a faculty meeting.

1. Qualitative analysis shows after interviewing staff, that the school does not have a clear and consistent curriculum map aligned to the Common Core Learning Standards in Mathematics for any grade level.

2. Quantitative comparison of the 2011 and 2012 NYS Math Exams shows the following.....

Comparison of the 2011-12 NYSTP Math and the 2010-11 NYSTP Math by Grade (Percentage)

Grade	Level 1		Level 2		Level 3		Level 4	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
6	7%	5	27	27	39	36	27	32
7	7	6	23	21	32	33	39	39
8	3	3	17	25	45	41	35	31
All	6	5	22	24	39	37	34	34

Comparison of the 2011-12 NYSTP Math and the 2010-11 NYSTP Math by Subgroup (Levels 3+)Percentage

subgroup	6 th		7 th		8 th		ALL	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
Gen. Ed	78%	71	79	78	80	86	79	79
SWD	24	39	34	31	21	29	26	33
Indian		100		0		0		100
Asian/Pacific	90	86	90	88	89	92	90	89
Black	39	17	28	47	48	55	38	41
Hispanic	52	49	58	48	51	63	54	53
White	59	67	75	70	72	83	69	74
Female	68	70	71	72	71	80	70	74
Male	68	63	74	70	74	80	72	71
Eng. Prof	75	71	77	76	74	81	75	77
Limit. Eng	35	46	55	45	65	72	52	54
Econ. Disadv.	67	63	71	70	70	79	69	71
Not Econ. Disadv.	75	80	81	75	84	83	80	80

- Students scoring at a level 1 & 2 increased by 1% from the 2010/2011 school year to the 2011/2012 school year of all tested students
- Students scoring at a level 3 & 4 decreased by 2% from the 2010/2011 school year to the 2011/2012 school year of all tested students

3. Comparison of the 2011 and 2012 Progress Reports shows the following....

- Student Progress increased from 33.1% to 37.1%,
- Student Proficiency increased from 11.7 to 17.1,
- School Environment increased from 6.9 to 8.1,
- Closing the Achievement Gap decreased from 6.5 to 3.2,
- Overall score went from a 58.2 to a 65.5 which gave the school and overall grade of A for two consecutive years in a row.

4. The 2011/2012 Learning Environment Survey showed the following:

- In the area of communication, 14% of teachers felt that school leaders did not give them regular and helpful feedback about teaching
- Under engagement:
 - 13% of teachers felt that their overall PD experiences did not provide them with content support in their subject area
 - 13% of teachers felt that PD experience did not provide them with teaching strategies to better meet the needs of the students
 - 15% of teachers felt that the principal did not participate in instructional planning with others
 - 16% of teachers felt that the principal did not know what was going on in their classroom

Instructional strategies/activities

The following steps will be taken to reach my goal:

1. Utilize my network and outside support systems to provide teachers with a series of workshops in which they will become familiar with the CCLS and writing curriculum in Math.
2. Create Instructional Teams with strong lead teachers to work at understanding the specific objectives needed to be covered in each grade for each unit and how to best utilize tasks and assessments as alternatives to class exams.
3. Provide 50-minute common planning time each Thursday during extended day, where the Instructional Teams will work with their colleagues to develop a new curriculum map for their grade based on the CCLS.
4. Work with my Assistant Principal's to utilize faculty and department meetings to ensure that teachers understand how to implement the Standard for Mathematical Practice (from the CCLS) into their present teaching styles and share "best practices" on a regular basis.
5. Utilize my funds to provide the math department with proper resources (new Prentice Hall Common Core Math Textbooks, links from NCTM, writing/literacy resources in math) to incorporate more difficult word problems and real-world applications into their daily lessons to reflect the more rigorous instruction associated with the CCLS.
6. Ensure that the development and implementation of two unit projects are completed aligned to two sections of the CCLS. These two projects will be assigned to the students during the 2012 – 2013 school year to measure success and progress.
7. Familiarize my Assistant Principals with the following competencies of Danielson's Framework for teaching: 1e-Designing coherent instruction, 2b-Establishing a culture for learning, 2d-Managing student behavior, 3d-Using assessment in instruction, 3b-Using questioning and discussion techniques, 3c-Engaging students in learning.
8. Conduct Instructional Rounds with the Assistant Principal's using a specific lens from Danielson's, then debrief on the informal observations to point out areas of underdeveloped, developed and proficient areas among the staff.
9. Provide teachers with meaningful and timely feedback on observations to stress areas where they are underdeveloped, developing or proficient based on Danielson's Framework. Emphasize the importance of setting clear expectations, promoting accountable talk, and demanding academic rigor in the classroom.
10. Utilize the Inquiry Team to assess questioning techniques within the classroom as students are introduced to the new CCLS standards. Use low inference observations to determine how students are responding to questioning and expectations between the new CCLS and the current State Standards.
11. Monitor the development of math portfolios throughout the 2012-2013 school year complete with tasks reflecting the CCLS linked to their course of study each marking period.
12. Ensure that students produce at least two culminating math assessments or tasks embedded in well-sequenced units of instruction that are fully aligned to selected Common Core standards.
13. Utilize technology by continuing to support each math teacher with their use of a Smart Board to use within the classroom to enhance the curriculum.
14. Conduct Instructional Rounds with groups of staff to recognize the strengths of individual teachers and stress the importance of intervisitation to enhance their lessons and lend support for the implementation of CCLS into the classroom

15. Use our on line website, One Call Now phone system, Skedula email system, PTA and parent coordinator to inform parents of the upcoming CCLS and what it means for their children in terms of expectations.
16. Assist teachers and parents in utilizing ARIS. Specifically, using Periodic Assessment results to effectively group students for targeted instruction in September and continue to reassess students after subsequent benchmark tests.
17. Revise teacher programming to utilize Talent Teachers for AIS purposes.
18. Weekly instructional cabinet meetings are scheduled in order to determine if the school vision is moving forward.
19. Grading policy was reviewed, updated and shared with parents and students.

Strategies to increase parental involvement

The following strategies will be utilized to maximize parent involvement:

1. I.S. 281 purchased an online program (pupilpath.com) to keep our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the One Call Now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education. Every parent and student received an invitation letter to view and participate in their child's progress daily.
2. Parents will receive quarterly report cards and progress reports from Pupilpath to inform them of student progress in Math and other subjects.
3. One Call Now phone system, Pupilpath email system, school website (is281.com), PTA and parent coordinator will assist in informing parents of the upcoming CCLS and what it means for their children in terms of expectations in Math.
4. Monthly PTA meetings, Title 1 PAC meetings, individualized parent meetings based on the need of each student, monthly school leadership meetings, and parent training meetings through our PC will promote involvement.
5. As a school wide program school, IS. 281 parents are involved in decision making through active participation in the SLT, PTA and School Safety Meetings. A parent member of the SLT serves on the Title I representative and will report to the Team all Title I updates.
6. Hosting education events and activities throughout the school year.
7. Translate all critical school documents and provide interpretation during meetings and event as needed.
8. Parent coordinator will conduct parent workshops on Math and ELA standards, balanced literacy etc.

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:

Contract for Excellence , 21st Century 78, ARRA RTTT Citywide Instructional Expectations

Service and program coordination

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds and human resources to be flexible in nature to better meet the needs of individual students. It will allow us to implement this action plan from September 2012 through June 2013 as indicated below:

- TL Fair Student Funding, Contract for Excellence, and Title I SWP will be used to pay for the Math teachers' salaries;
- 21 Century 78 and Title III funds will be used to pay for Teacher and Supervisor Per Session for our 21st Century/Title III Saturday Academy Programs and 21st Century Clubs (weekdays)
- TL NYSTLE Textbooks will be utilized to purchased Math textbooks and materials for test preparation
- TL NYSTLE Software money will be utilized to purchase Skedula (pupilpath.com)
- TL FSF money will be used to purchase the One Call Now Telephone/Email Messaging System
- ARRA RTTT Citywide Instructional Expectations money will be used to pay Teachers Per Session to work on the Instructional Expectations Team
- Boardworks interactive programs used to enhance lessons

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June of 2013, , 100% of ELA teachers will collaborate to design a new working 6th, 7th and 8th Grade Published Curriculum aligned to the CCLS to be operational in the 2013-14 school year.

Objective: By June of 2013, a published curriculum reflecting the Common Core Learning Standards in English Language Arts will be completed and ready to be implemented for the 2013/2014 school year. Two Units of this curriculum will have been implemented during the 2012-2013 school year to measure its success on student achievement resulting in completed pre/posttests, tasks and assessments.

Comprehensive needs assessment

For the 2012-2013 school year the Chancellor's Instructional Expectations require all schools to align the CCLS to the Language Arts Curriculum. Quality Review statements 1.1, 1.2, 2.2, and 5.1 stresses the importance of this alignment.

Joseph B. Cavallaro's Instructional Expectations Team, Administration, Data Specialist and School Leadership Team used a variety of primary tools to assess our overall progress and quality of our educational forces. The needs assessment included a review of the following measures and indicators:

- g) NYS Assessment results including item skills analysis
- h) Annual School Report Card
- i) Annual Progress Reports
- j) Last year's CEP
- k) Reports from Achieve 3000
- l) Student Portfolios
- m) Baseline Trackers from Teaching Matters
- n) Individual Teacher Interviews

Using all available information, including item skills analyses for reading were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Data was discussed, interpreted and disaggregated. The findings were categorized and reviewed at a School Leadership Team meeting and reported to the parents at an open and advertised PTA meeting. The Principal and School Leadership Team Chairperson reviewed the data and conducted a question and answer session. The Principal and the School Leadership Team Chairperson then explained the needs assessment findings resulting from a faculty conference and School Leadership Team review. The Principal, along with the Data Specialist, explained the findings at a faculty meeting.

1. Qualitative analysis shows after interviewing staff, that the school does not have a clear and consistent curriculum map aligned to the Common Core Learning Standards in Language Arts for any grade level.

2. Quantitative comparison of the 2011 and 2012 NYS ELA Exams shows the following.....

Comparison of the 2011-12 NYSTP ELA and the 2010-11 NYSTP ELA by Grade (percentage)

Grade	Level 1		Level 2		Level 3		Level 4	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12

6	20%	15	33	40	46	43	2	2
7	10	14	57	42	32	42	1	2
8	9	12	44	50	46	38	1	0
All	13	13	45	44	41	41	1	1

Comparison of the 2011-12 NYSTP ELA and the 2010-11 NYSTP ELA by Subgroup Levels3+ (percentage)

subgroup	6 th		7 th		8 th		ALL	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
Gen. Ed.	55%	55	39	51	52	43	49	49
SWD	13	4	6	9	8	10	9	7
Asian/Pacific	57	60	43	58	53	48	51	55
Blacks	24	26	13	23	36	21	26	23
Hispanic	30	31	15	22	31	21	26	25
White	58	43	38	51	53	41	49	45
Eng. Prof.	54	53	36	53	54	45	48	50
Limit. Eng.	4	4	9	3	0	0	4	2
Econ. Disadv.	44	42	30	42	43	35	39	39
Not. Econ. Disadv.	64	62	46	59	63	57	58	59
Female	53	53	38		50		47	
Male	42		28		43		38	

- Students scoring at a level 1 & 2 decreased by 1% from the 2010/2011 school year to the 2011/2012 school year of all tested students
- Students scoring at a level 3 & 4 stayed the same from the 2010/2011 school year to the 2011/2012 school year of all tested students

3. Comparison of the 2011 and 2012 Progress Reports shows the following....

- Student Progress increased from 33.1% to 37.1%,
- Student Proficiency increased from 11.7 to 17.1,
- School Environment increased from 6.9 to 8.1,
- Closing the Achievement Gap decreased from 6.5 to 3.2,
- Overall score went from a 58.2 to a 65.5 which gave the school and overall grade of A for two consecutive years in a row.

4. The 2011/2012 Learning Environment Survey showed the following:

- In the area of communication, 14% of teachers felt that school leaders did not give them regular and helpful feedback about teaching
- Under engagement:

- 13% of teachers felt that their overall PD experiences did not provide them with content support in their subject area
- 13% of teachers felt that PD experience did not provide them with teaching strategies to better meet the needs of the students
- 15% of teachers felt that the principal did not participate in instructional planning with others
- 16% of teachers felt that the principal did not know what was going on in their classroom

Instructional strategies/activities

The following steps will be taken to reach my goal:

1. Utilize CFN #107 to provide teachers with a series of workshops in which they will become familiar with the CCLS and writing curriculum in English Language Arts. Utilize Teaching Matters to assist teachers in creating more challenging, rigorous discussions and assignments in order to accelerate their learning, deepen their knowledge and conceptual understanding and strengthen their abilities to use text and textual evidence in writing and discussions.
2. Create Instructional Teams with strong lead teachers to work at understanding the specific objectives needed to be covered in each grade for each unit and how to best utilize tasks and assessments as alternatives to class exams.
3. Provide 50-minute common planning time each Thursday during extended day where the Instructional Teams will work with their colleagues to develop a new curriculum map for their grade based on the CCLS.
4. Work with my Assistant Principal's to utilize faculty and department meetings to ensure that teachers understand how to implement the writing process using Common Core Language Arts Standards into their present teaching styles and share "best practices" on a regular basis.
5. Utilize school funds to provide the language arts department with proper resources in the form of development by a Teaching Matters PD Consultant, who will support ELA teachers in using protocols to look at student work and data, implementing Writing Matters and serving as a coach during common planning periods for Common Core.
6. Ensure that the development and implementation of two unit projects are completed aligned to two sections of the CCLS. These two projects will be assigned to the students during the 2012 – 2013 school year to measure success and progress. At least one of the CC aligned units will be on written opinion or argument based analysis of informational text. In addition, a minimum of 4 full written pieces following the complete writing process will be completed for each student in each grade.
7. Familiarize all Assistant Principals with the following competencies of Danielson's Framework for teaching: 1e-Designing coherent instruction, 2b-Establishing a culture for learning, 2d-Managing student behavior, 3d-Using assessment in instruction, 3b-Using questioning and discussion techniques, 3c-Engaging students in learning.
8. Conduct Instructional Rounds with the Assistant Principal's using a specific lens from Danielson's, then debrief on the informal observations to point out areas that are underdeveloped, developed or proficient among the staff.
9. Provide teachers with meaningful and timely feedback on observations to stress areas where they are underdeveloped, developing or proficient based on Danielson's Framework. Emphasize the importance of setting clear expectations, promoting accountable talk, and demanding academic rigor in the classroom.
10. Utilize the Inquiry Team to assess questioning techniques within the classroom as students are introduced to the new CCLS standards. Use low inference observations to determine how students are responding to questioning and expectations between the new CCLS and the current State Standards.

11. Monitor the development of language arts portfolios throughout the 2012-2013 school year complete with examples reflecting the CCLS linked to their course of study each marking period. In addition, it will contain a minimum of 4 written pieces following the writing process
12. Ensure that students produce at least two culminating language arts assessments or tasks embedded in well-sequenced units of instruction that are fully aligned to selected Common Core standards.
13. Utilize technology by continuing to support each language arts teacher with their use of a Smart Board to use within the classroom to enhance the curriculum.
14. Conduct Instructional Rounds with groups of staff to recognize the strengths of individual teachers and stress the importance of intervisitation to enhance their lessons and lend support for the implementation of CCLS into the classroom
15. Use our on line website, One Call Now phone system, Skedula email system, PTA and parent coordinator to inform parents of the upcoming CCLS and what it means for their children in terms of expectations.
16. Assist teachers and parents in utilizing ARIS. Specifically, using Periodic Assessment results to effectively group students for targeted instruction in September and continue to reassess students after subsequent benchmark tests.
17. Revise teacher programming to utilize Talent Teachers for AIS purposes.
18. Weekly instructional cabinet meetings are scheduled in order to determine if the school vision is moving forward.
19. Grading policy was reviewed, updated and shared with parents and students.

Strategies to increase parental involvement

The following strategies will be utilized to maximize parent involvement:

1. I.S. 281 purchased an online program (pupilpath.com) to keep our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the One Call Now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education. Every parent and student received an invitation letter to view and participate in their child's progress daily.
2. Parents will receive quarterly report cards and progress reports from Pupilpath to inform them of student progress in Math and other subjects.
3. One Call Now phone system, Pupilpath email system, school website (is281.com), PTA and parent coordinator will assist in informing parents of the upcoming CCLS and what it means for their children in terms of expectations in Math.
4. Monthly PTA meetings, Title 1 PAC meetings, individualized parent meetings based on the need of each student, monthly school leadership meetings, and parent training meetings through our PC will promote involvement.

5. As a school wide program school, I.S. 281 parents are involved in decision making through active participation in the School Leadership Team, PTA and School Safety Meetings. A parent member of the SLT is identified as the Title I representative and will report to the team all Title I updates.
6. Hosting education events and activities throughout the school year.
7. Translate all critical school documents and provide interpretation during meetings and event as needed.
8. Parent coordinator will conduct parent workshops on Math and ELA standards, balanced literacy etc.

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.

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

If other is selected describe here:

Contract for Excellence , 21st Century 78, ARRA RTTT Citywide Instructional Expectations

Service and program coordination

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds and human resources to be flexible in nature to better meet the needs of individual students. It will allow us to implement this action plan from September 2012 through June 2013 as indicated below:

- TL Fair Student Funding, Contract for Excellence, and Title I SWP will be used to pay for the ELA teachers' salaries;
- 21 Century 78 and Title III funds will be used to pay for Teacher and Supervisor Per Session for our 21st Century/Title III Saturday Academy Programs and 21st Century Clubs (weekdays)
- TL NYSTLE Textbooks will be utilized to purchased ELA novels, textbooks and materials for test preparation
- TL NYSTLE Software money will be utilized to purchase Skedula
- TL FSF money will be used to purchase the One Call Now Telephone/Email Messaging System
- Title I SWP money will be used to pay the salary of the Teaching Matters PD Consultant
- ARRA RTTT Citywide Instructional Expectations money will be used to pay Teachers Per Session to work on the Instructional Expectations Team
- Boardworks interactive programs used to enhance lessons

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June of 2013, , 100% of Science and Social Studies teachers will collaborate to design a new working 6th, 7th and 8th Grade Published Curriculum aligned to the CCLS to be operational in the 2013-14 school year.

Objective: By June of 2013, a published curriculum reflecting the Common Core Learning Standards in Social Studies and Science will be completed and ready to be implemented for the 2013/2014 school year. Two Units of this curriculum will have been implemented during the 2012-2013 school year to measure its success on student achievement resulting in completed pre/posttests, tasks and assessments.

Comprehensive needs assessment

For the 2012-2013 school year the Chancellor's Instructional Expectations require all schools to align two full units of Social Studies and Science curriculums to the Common core Learning Standards. In addition, literacy throughout all subject areas should be implemented. The Quality Review statements 1.1, 1.2, 2.2 and 5.1 also stress the importance of this alignment in addition to the importance of having a comprehensive' cohesive' consistent curriculum.

Qualitative analysis shows after interviewing staff, that the school does not have a clear and consistent curriculum map aligned to the Common Core Learning Standards in Science and Social Studies for any grade level.

The 2011/2012 Learning Environment Survey showed the following:

- In the area of communication, 14% of teachers felt that school leaders did not give them regular and helpful feedback about teaching
- Under engagement:
 - 13% of teachers felt that their overall PD experiences did not provide them with content support in their subject area
 - 13% of teachers felt that PD experience did not provide them with teaching strategies to better meet the needs of the students
 - 15% of teachers felt that the principal did not participate in instructional planning with others
 - 16% of teachers felt that the principal did not know what was going on in their classroom

Instructional strategies/activities

The following steps will be taken to reach my goal:

1. Utilize my network to provide teachers with a series of workshops in which they will become familiar with the CCLS and writing curriculum in English Language Arts. In addition, they will learn to create lesson plans that infuse the reading of informational texts and build research skills creating written assessments that will ask students to argue, inform and explain by citing text-specific examples in both Social Studies and Science.
2. Create Instructional Teams with strong lead teachers in both social studies and science to work at understanding the specific objectives needed to be covered in each grade for each subject and how to best utilize tasks and assessments as alternatives to class exams.
3. Provide 50-minute common planning time each Thursday during extended day where the Instructional Teams will work with their grade and subject colleagues to

develop a new curriculum map for both Social Studies and Science based on the CCLS.

4. Provide professional development to Science and Social Studies teachers who will be working closely with the Language Arts department to familiarize themselves with the writing process and link their disciplines culminating in written pieces for each subject.
4. Work with my Assistant Principal's to utilize faculty and department meetings to ensure that teachers understand how to implement the writing process using Common Core Language Arts Standards into their present teaching styles and share "best practices" on a regular basis.
5. Utilize my funds to provide the science and social studies departments with proper resources in the form of development by a Teaching Matters PD Consultant, who will support teachers in using protocols to look at student work and data, implementing the writing process and serving as a coach during common planning periods for Common Core.
6. Ensure that the development and implementation of two unit projects are completed aligned to two sections of the CCLS for both social studies and science. These two projects will be assigned to the students during the 2012 – 2013 school year to measure success and progress.
7. Familiarize my Assistant Principals with the following competencies of Danielson's Framework for teaching: 1e-Designing coherent instruction, 2b-Establishing a culture for learning, 2d-Managing student behavior, 3d-Using assessment in instruction, 3b-Using questioning and discussion techniques, 3c-Engaging students in learning.
8. Conduct Instructional Rounds with the Assistant Principal's using a specific lens from Danielson's, then debrief on the informal observations to point out areas of underdeveloped, developed or proficient among the staff.
9. Provide teachers with meaningful and timely feedback on observations to stress areas where they are underdeveloped, developing or proficient based on Danielson's Framework. Emphasize the importance of setting clear expectations, promoting accountable talk, and demanding academic rigor in the classroom.
10. Utilize the Inquiry Team to assess questioning techniques within the classroom as students are introduced to the new CCLS standards. Use low inference observations to determine how students are responding to questioning and expectations between the new CCLS and the current State Standards.
11. Monitor the development of science and social studies portfolios throughout the 2012-2013 school year complete with examples reflecting the CCLS linking their course of study to a written language arts piece each marking period.
12. Ensure that students produce at least two culminating assessments or tasks embedded in well-sequenced units of instruction that are fully aligned to selected Common Core standards.
13. Utilize technology by continuing to support each science and social studies teacher with their use of a Smart Board to use within the classroom to enhance the curriculum.
14. Conduct Instructional Rounds with groups of staff to recognize the strengths of individual teachers and stress the importance of intervisitation to enhance their lessons and lend support for the implementation of CCLS into the classroom
15. Use our on line website, One Call Now phone system, Skedula email system, PTA and parent coordinator to inform parents of the upcoming CCLS and what it means for their children in terms of expectations.
16. Assist teachers and parents in utilizing ARIS. Specifically, using Periodic Assessment results to effectively group students for targeted instruction in September and continue to reassess students after subsequent benchmark tests.

17. Revise teacher programming to utilize Talent Teachers for AIS purposes.
18. Weekly instructional cabinet meetings are scheduled in order to determine if the school vision is moving forward.
19. Grading policy was reviewed, updated and shared with parents and students.

Strategies to increase parental involvement

The following strategies will be utilized to maximize parent involvement:

1. I.S. 281 purchased an online program (pupilpath.com) to keep our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the One Call Now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education. Every parent and student received an invitation letter to view and participate in their child's progress daily.
2. Parents will receive quarterly report cards and progress reports from Pupilpath to inform them of student progress in Math and other subjects.
3. One Call Now phone system, Pupilpath email system, school website (is281.com), PTA and parent coordinator will assist in informing parents of the upcoming CCLS and what it means for their children in terms of expectations in Math.
4. Monthly PTA meetings, Title 1 PAC meetings, individualized parent meetings based on the need of each student, monthly school leadership meetings, and parent training meetings through our PC will promote involvement.
5. As a school wide program school, I.S. 281 parents will be involved in decision making through active participation in the School Leadership Team, PTA and School Safety Meetings. A parent member of the SLT has been identified as the Title I representative and reports to the team all Title I updates.
6. Hosting education events and activities throughout the school year.
7. Translate all critical school documents and provide interpretation during meetings and event as needed.
8. Parent coordinator will conduct parent workshops on Math and ELA standards, balanced literacy etc.

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:

Contract for Excellence , 21st Century 78, ARRA RTTT Citywide Instructional Expectations

Service and program coordination

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds and human resources to be flexible in nature to better meet the needs of individual students. It will allow us to implement this action plan from September 2012 through June 2013 as indicated below:

- TL Fair Student Funding, Contract for Excellence, and Title I SWP will be used to pay for the Science and Social Studies teachers' salaries;
- 21 Century 78 and Title III funds will be used to pay for Teacher and Supervisor Per Session for our 21st Century/Title III Saturday Academy Programs and 21st Century Clubs (weekdays)
- TL NYSTLE Textbooks will be utilized to purchase Social Studies and Science curriculum materials
- TL NYSTLE Software money will be utilized to purchase Skedula (pupilpath.com)
- TL FSF money will be used to purchase the One Call Now Telephone/Email Messaging System
- ARRA RTTT Citywide Instructional Expectations money will be used to pay Teachers Per Session to work on the Instructional Expectations Team
- Boardworks interactive programs used to enhance lessons

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June of 2013, 75% of LEP students and students with disabilities will show an increase in Lexile level of 50 points using the Achieve 3000 program.

Objective: By June 2013, an increase in reading performance levels of LEP students and students with disabilities will be reflected.

Comprehensive needs assessment

Joseph B. Cavallaro's Instructional Expectations Team, Administration, Data Specialist and School Leadership Team used a variety of primary tools to assess our overall progress and quality of our educational forces. The needs assessment included a review of the following measures and indicators:

- o) NYS Assessment results including item skills analysis
- p) Annual School Report Card
- q) Annual Progress Reports
- r) Last year's CEP
- s) Reports from Achieve 3000
- t) Student Portfolios
- u) Baseline Trackers from Teaching Matters
- v) Individual Teacher Interviews

Using all available information, including item skills analyses for reading were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Data was discussed, interpreted and disaggregated. The findings were categorized and reviewed at a School Leadership Team meeting and reported to the parents at an open and advertised PTA meeting. The Principal and School Leadership Team Chairperson reviewed the data and conducted a question and answer session. The Principal and the School Leadership Team Chairperson then explained the needs assessment findings resulting from a faculty conference and School Leadership Team review. The Principal, along with the Data Specialist, explained the findings at a faculty meeting.

2. Quantitative comparison of the 2011 and 2012 NYS ELA Exams shows the following.....

Comparison of the 2011-12 NYSTP ELA and the 2010-11 NYSTP ELA by Subgroup Levels3+ (percentage)

subgroup	6 th		7 th		8 th		ALL	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
Gen. Ed.	55%	55	39	51	52	43	49	49
SWD	13	4	6	9	8	10	9	7
Asian/Pacific	57	60	43	58	53	48	51	55
Blacks	24	26	13	23	36	21	26	23
Hispanic	30	31	15	22	31	21	26	25
White	58	43	38	51	53	41	49	45
Eng.	54	53	36	53	54	45	48	50

Prof.								
Limit. Eng.	4	4	9	3	0	0	4	2
Econ. Disadv.	44	42	30	42	43	35	39	39
Not. Econ. Disadv.	64	62	46	59	63	57	58	59
Female	53	53	38		50		47	
Male	42		28		43		38	

- Only 7% of the population of Students With Disabilities are scoring at a level 3 or 4 on the 11-12 ELA state exam. In addition, Students With Disabilities who scored a level 3 or 4 dropped 2% from the 10-11 to 11-12 school years. In addition
- Only 2% of the population of Students with Limited English Proficiency scored at a level 3 or 4 on the 11-12 ELA state exam. In addition, Students with Limited English Proficiency who scored a level 3 or 4 dropped 2% from the 10-11 to 11-12 school years.

Instructional strategies/activities

1. Utilize my funds to purchase the Achieve 3000 program. This program will work as a differentiated program for grades 6-8 LEP and all students with IEP's by delivering the same assignment to each student at his or her specific Lexile/reading level. Through the use of non-fiction text and real-time Lexile assessments, it establishes student's level, differentiates non-fiction texts, and continually increases the complexity of texts as students make progress.
2. Provide professional development for teachers on how to administer student baseline assessments using Ed performance and Achieve 3000, as well as how to manage the system. The results will be analyzed to drive instruction and set targets.
3. Utilize my resources to ensure that all LEP students and all students with an IEP will have access to Achieve 3000 during the school week using the schools wireless laptop carts. Ensure that students utilize the program at least 2-3 times a week in class.
4. Work with our CBO NIA director to ensure that the Achieve 3000 program will also be used in the after school program for targeted students.
5. Utilize my funds to allow teachers to work with professional development consultant (Teaching Matters) to create literary tasks for each common core unit.
6. Utilize, direct and instruct the Inquiry Team to target the above student population. The team will specifically assess questioning techniques within the classroom as targeted students are introduced to the new CCLS standards. Use low inference observations to determine how students are responding to questioning and expectations between the new CCLS and the current State Standards.
7. Students will have opportunities to participate in 21st Century Community Learning Program, which provides enrichment to students Wednesday's and Saturday's after school.
8. Title III grant will be utilized to serve LEP students on Saturday's for enrichment and remediation.
9. Access Code on line program will be utilized for beginner LEP students.

10. Students will be provided with after school remedial support in ELA and Mathematics during extended day and will participate in AIS instruction as a part of their regular school program.
11. Student portfolios will be analyzed in order to determine 'next steps' regarding instruction.
12. Weekly instructional cabinet meetings are scheduled in order to determine if the school vision is moving forward.
13. Grading policy was reviewed, updated and shared with parents and students.

Strategies to increase parental involvement

The following strategies will be utilized to maximize parent involvement:

1. I.S. 281 purchased an online program (pupilpath.com) to keep our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the One Call Now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education. Every parent and student received an invitation letter to view and participate in their child's progress daily.
2. Parents will receive quarterly report cards and progress reports from Pupilpath to inform them of student progress in ELA and other subjects.
3. One Call Now phone system, Pupilpath email system, school website (is281.com), PTA and parent coordinator will assist in informing parents of the upcoming CCLS and what it means for their children in terms of expectations in Math.
4. Monthly PTA meetings, Title 1 PAC meetings, individualized parent meetings based on the need of each student, monthly school leadership meetings, and parent training meetings through our PC will promote involvement.
5. As a school wide program school, I.S. 281 parents will be involved in decision making through active participation in the School Leadership Team, PTA and Safety Meetings. A parent member of the SLT was identified as the Title I representatives and reports to the Team all Title I updates.
6. Hosting education events and activities throughout the school year.
7. Translate all critical school documents and provide interpretation during meetings and event as needed.
8. Parent coordinator will conduct parent workshops on Math and ELA standards, balanced literacy etc.

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:

Contract for Excellence , 21st Century 78, ARRA RTTT Citywide Instructional Expectations

Service and program coordination

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds and human resources to be flexible in nature to better meet the needs of individual students. It will allow us to implement this action plan from September 2012 through June 2013 as indicated below:

- TL Fair Student Funding, Contract for Excellence, and Title I SWP will be used to pay for the ELL and Special Education teachers' salaries;
- 21 Century 78 and Title III funds will be used to pay for Teacher and Supervisor Per Session for our 21st Century/Title III Saturday Academy Programs and 21st Century Clubs (weekdays)
- TL NYSTLE Textbooks will be utilized to purchase testing and supplemental curriculum materials
- TL NYSTLE Software money will be utilized to purchase Skedula (pupilpath.com) and Achieve 3000
- TL FSF money will be used to purchase the One Call Now Telephone/Email Messaging System
- ARRA RTTT Citywide Instructional Expectations money will be used to pay Teachers Per Session to work on the Instructional Expectations Team
- Boardworks interactive programs used to enhance lessons

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

The school administration (Principal and Assistant Principals) will conduct a minimum of 4, maximum of 6 formative observations for each teacher and provide meaningful feedback, using the components of the revised Framework for Teaching rubric by June 2013.

Objective: To improve teacher effectiveness, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observations.

Comprehensive needs assessment

- Qualitative analysis shows after interviewing staff, that the staff does not have a clear understanding of The Framework for Teaching and has not been introduced to Observational rubrics.
- Quantitative evaluation of teacher files and observations from the 2011-2012 school year show that teacher observations were completed inconsistently and inequitably.

The Quality Review statements 1.1, 1.2, 2.2 and 5.1 also stress the importance of this alignment in addition to the importance of having a comprehensive 'cohesive' consistent curriculum

The 2011/2012 Learning Environment Survey showed the following:

- In the area of communication, 14% of teachers felt that school leaders did not give them regular and helpful feedback about teaching
- Under engagement:
 - 13% of teachers felt that their overall PD experiences did not provide them with content support in their subject area
 - 13% of teachers felt that PD experience did not provide them with teaching strategies to better meet the needs of the students
 - 15% of teachers felt that the principal did not participate in instructional planning with others
 - 16% of teachers felt that the principal did not know what was going on in their classroom

Instructional strategies/activities

The following steps will be taken to reach my goal:

1. In September, hold professional development to help teachers deeply understand the 3 school selected competencies; following up with additional PD workshops throughout school year during Extended Day Collaborative Thursdays, faculty and departmental conferences, and on Chancellor's conference days.
2. Principal and Assistant Principals will analyze previous short, frequent observations, summative and formative assessments to develop school's professional development plan
3. Every three weeks, administration will analyze data from informal observations and present observations to staff during faculty and departmental meetings
4. Every month administration will calibrate to ensure a shared understanding of effective teaching.
5. Administration attends professional development provided by network on teachers maintaining their instructional effectiveness.

6. Network curriculum specialist works closely with administration to support that administration and teachers agree on the calibrated rating of either highly effective, effective, developing or ineffective practice across our 3 selected competencies
7. Administration set up and follow a schedule for teacher observation and formative feedback aligned to our school-selected Danielson competencies
8. Administration has created an observation tracker spreadsheet to track the number of informal and formal observations for each teacher.
9. Reports on observations data will be used as a springboard for reflective dialogue on ARIS Connect- Communities and Edmodo in the form of discussion topics.
10. Feedback sessions with teachers will be conducted after each observation to reinforce written feedback with verbal communication.
11. Weekly instructional cabinet meetings are scheduled in order to determine if the school vision is moving forward.

Strategies to increase parental involvement

The following strategies will be utilized to maximize parent involvement:

1. I.S. 281 purchased an online program (pupilpath.com) to keep our parents informed of the student's daily academic progress and performance as well as school calendar and events. The system has also allowed parents to reach out to teachers and administrators via e-mail for a quick response. An additional system that was also purchased is the One Call Now phone messaging system that sends out phone messages regarding important dates and or events students and parents should be aware of keeping all parents informed regarding their child's education. Every parent and student received an invitation letter to view and participate in their child's progress daily.
2. Parents will receive quarterly report cards and progress reports from Pupilpath to inform them of student progress in Math and other subjects.
3. One Call Now phone system, Pupilpath email system, school website (is281.com), PTA and parent coordinator will assist in informing parents of the upcoming CCLS and what it means for their children in terms of expectations in Math.
4. Monthly PTA meetings, Title 1 PAC meetings, individualized parent meetings based on the need of each student, monthly school leadership meetings, and parent training meetings through our PC will promote involvement.
5. As a school wide program school, I. S. 281 parents are involved in the decision making progress through active participation in the School Leadership Team, PTA and School Safety Meetings. A parent member of the SLT was identified as the Title I representative and reports to the Team all Title I updates.
6. Hosting education events and activities throughout the school year.
7. Translate all critical school documents and provide interpretation during meetings and event as needed.
8. Parent coordinator will conduct parent workshops on Math and ELA standards, balanced literacy etc.

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.

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

If other is selected describe here:

ARRA RTTT Citywide Instructional Expectations

Service and program coordination

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds and human resources to be flexible in nature to better meet the needs of individual students. It will allow us to implement this action plan from September 2012 through June 2013 as indicated below:

- TL Fair Student Funding, Contract for Excellence, and Title I SWP will be used to pay for the Teachers' Salaries and professional development
- Children's First will be used to pay for Network Support
- 21 Century 78 and Title III funds will be used to pay for Teacher and Supervisor Per Session for our 21st Century/Title III Saturday Academy Programs and 21st Century Clubs (weekdays)
- TL NYSTLE Textbooks will be utilized to purchase curriculum materials
- TL NYSTLE Software money will be utilized to purchase Skedula (pupilpath.com)
- TL FSF money will be used to purchase the One Call Now Telephone/Email Messaging System
- ARRA RTTT Citywide Instructional Expectations money will be used to pay Teachers Per Session to work on the Instructional Expectations Team
- Boardworks interactive programs used to enhance lessons

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> 1. Extended Day (all grades: 6=55 students, 7= 56 students, 8=52 students) 2. Summer Success Academy 3. 21st Century Saturday Academic Enrichment Program (all grades 80 students) 4. Title III Saturday ELL (all grades: 50 students) 5. Teaching Matters 6. Achieve 3000 7. Urban Arts Partnership 8. Rigor Program 9. AIS Program 10. Wilson Program 	<ol style="list-style-type: none"> 1. Small group instruction 2. Small classroom setting (20 students) 3. Small group instruction (15-20 students) 4. Small group instruction (15 students) 5. Whole class instruction in writing 6. One-to-one reading web-based program or small group instruction 7. Small group and whole class instruction 8. Whole Class Instruction 9. Whole Class Instruction 10. Small group instruction 	<ol style="list-style-type: none"> 1. Tuesdays & Wednesdays for fifty minutes at 2:10 p.m. 2. July and August 3. Saturdays from 9-12 noon for 15 sessions. 4. Saturdays from 9-12 noon for 15 sessions 5. During the school day 6. During the school day, during Extended Day, during after-school, during Saturday programs 7. During the school day 8. During the school day and Saturday programs 9. During the school day 10. During the school day/Extended Day
Mathematics	<ol style="list-style-type: none"> 1. Extended Day(all grades: 6=55, 7=26, 8=35) 2. Summer Success Academy 3. 21st Century Saturday Academic Enrichment Program (all grades: 80 students) 4. Title III Saturday ELL(all grades: 50 students) 5. AIS Program 6. NYS Math Preparatory Program (all grades) 	<ol style="list-style-type: none"> 1. Small group instruction 2. Small classroom setting (20 students) 3. Small group instruction (15-20 students) 4. Small group instruction (15 students) 5. Whole class instruction 6. Whole class instruction 	<ol style="list-style-type: none"> 1. Tuesdays and Wednesdays for fifty minutes 2. July and August 3. Saturdays from 9-12 noon for 15 sessions 4. Saturdays from 9-12 noon for 15 sessions 5. During the school day 6. During the school day

Science	<ol style="list-style-type: none"> 1. Extended Day 2. Prime Science 	<ol style="list-style-type: none"> 1. Small group instruction 2. Small group instruction 	<ol style="list-style-type: none"> 1. Tuesdays and Wednesdays for fifty minutes 2. Saturdays during Saturday School
Social Studies	<ol style="list-style-type: none"> 1. Extended Day 2. Prime Social Studies 	<ol style="list-style-type: none"> 1. Small group instruction 2. Small group instruction 	<ol style="list-style-type: none"> 1. Tuesdays and Wednesdays for fifty minutes 2. Saturdays during Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. In school suspense 2. At risk counseling (parent request) 3. IEP Mandated Counseling 	<ol style="list-style-type: none"> 1. Small group counseling 2. Individually- one to one 3. Small group or one to one 	<ol style="list-style-type: none"> 1. one period a day, five days a week (42 minutes) 2. one period a week or as needed by child 3. As per child's IEP

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.

The following strategies and activities will be used to ensure the highest percentage of our staff is highly qualified:

- Untenured teacher support in the development of tenure portfolios
- Working closely with human resources of CFN 107 headquarter in the recruitment of new teachers being mindfully based on posting through the network and hired specific to subject area licensure moving towards highly qualified
- Expanding our working relationship with local colleges to bring student teacher to IS 281 with hopes of hiring high skilled and qualified teachers
- Utilizing Highly Qualified substitute teachers with hopes of hiring them in the future.
- Scheduled weekly meetings between principal and UFT chapter chair to discuss current status of licensure and to offer educational opportunities towards Highly Qualified
- Mentors outside of the building from Brooklyn College and CITE hired and working towards Highly qualified teaching
- UFT workshops scheduled throughout the school year with the UFT district Representative to provide guidance and opportunities for teachers.
- Administration attends city-wide job fair and utilize open hire to attract highly qualified teachers
- Support teachers in attaining permanent state certification by informing them of DOE masters credited programs towards their 30 and above.
- Best Practices in Writing will be highlighted at Departmental Meetings along with the delivery of new scientifically based teachings of writing strategies
- Teachers will conduct intervisitation of model classrooms
- Teachers will utilize ARIS learn and its vast professional library of professional development articles, videos 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

**PARENT INVOLVEMENT POLICY
2012-2013 SCHOOL YEAR**

Joseph B. Cavallaro'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 conducted 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 were 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 school's 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;
- purchasing an online program (PupilPath.com) to keep parents informed of their child's daily academic progress and performance as well as school calendar and events;
- purchasing One Call Now, a school phone messaging system that sends out phone messages regarding important dates and/or events students and parents should be aware of keeping all parents informed regarding their child's education.

SCHOOL-PARENT COMPACT
I.S.281 SCHOOL-PARENT COMPACT 2012-2013

Our school, Joseph B. Cavallaro I.S. 281, 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 of Joseph B. Cavallaro I.S. 281, 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. The School-Parent Compact is in effect during the school year 2011-2012.

I. School Responsibilities

Joseph B. Cavallaro I.S. 281 will:

1. *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;

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

- conducting parent-teacher conferences twice a year 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 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;
- providing parents with access to an online program (PupilPath.com) to keep them informed of their child's daily academic progress and performance, as well as, school calendar of events;
- informing parents using the One Call Now messaging system that sends out phone messages regarding important dates and/or events students and parents should be aware of keeping all parents informed regarding their child's education.

3. *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;

1. *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:

We, as parents, will support our children's learning in the following ways:

- 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:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- attend school regularly and arrive on time (7:50 a.m.);
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn. Record all assignments in their Student/Parent Homework Planner;
- Read at least 30 minutes every day outside of school time;

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Corinne Anselmi/Nancy Scala	District 21	Borough Brooklyn	School Number 281
School Name Joseph B. Cavallaro			

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

Principal Stephen Rosenblum	Assistant Principal Kevin Adelson
Coach n/a	Coach n/a
ESL Teacher Helen Yip/ESL Coordinator/Tchr	Guidance Counselor Danielle Thompson
Teacher/Subject Area Valerie Hurd/ESL/ELA Tchr	Parent Christina Tiari
Teacher/Subject Area Randi Posner-Marino/ESL Tchr	Parent Coordinator Katherine Fariello
Related Service Provider Nicole Nies/SETSS Tchr	Other Maria Delfini/A.P.O.
Network Leader Nancy Scala	Other Jennifer Moran/Librarian

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	1225	Total Number of ELLs	217	ELLs as share of total student population (%)	17.71%
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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. 

At IS 281, when parents first enroll their child in our school, the pupil personnel secretary informs the ESL coordinator, Ms. Yip, an ESL certified teacher, to provide the following assessment: HLIS, along with an informal interview of the student in the native language if necessary. Within ten days, the ESL coordinator collects the HLIS and determines if a language other than English is spoken in the home. The original HLIS is placed in the student's cumulative record card and a copy is placed in a folder by the ESL Coordinator who stores it in her file cabinet in room 339. Within ten of registering, the ESL Coordinator administers the LAB-R to the students to establish their English proficiency level. Students that score below proficiency on the LAB-R become eligible for State mandated services for ELLs. Spanish speaking ELLs who score below proficiency level on the LAB-R are also administered the Spanish LAB-R by a Spanish speaking pedagogue. It is also part of the ESL coordinator's responsibility to show the incoming parent a DVD informing them of the program options which include Freestanding ESL, Transitional Bilingual and Dual Language. Parents are asked to choose an option and rank them in order of preference. If the parent's home language is not available on the DVD then the ESL Coordinator, Ms. Yip will contact the Language Interpretation Unit of the DOE or have identified staff members available to translate and clarify any questions the parent may have. If students are already identified as ESL, then we use their NYSESLAT levels, NYS ELA and NYS Math test scores, along with data from ARIS to place the students accordingly into an identified ESL class. We determine the students' strengths and weaknesses from an item skills analysis report and from the components of the NYSESLAT, in order to set goals for these students. Parents are advised that if they do not return the parent choice letter, the default choice is a Transitional Bilingual Program, as per CR Part 154. Those parents that have chosen bilingual or dual language are informed that Cavallaro currently does not have a bilingual or dual language program, however students will be placed on a waiting list until fifteen students across two consecutive grades allow us to open up a new section. If the parent's first option is not a Freestanding ESL Program, we offer them the option of transferring to a school with their chosen program. They have chosen to stay with the free standing ESL program, which upon reviewing parent surveys and program selection forms for the past three years, has been the trend at I.S. 281 in program selection. Currently, there are not enough parents requesting a bilingual or dual language program to warrant this school to create a new program. If a parent wants to make a program change, they must meet with an administrator and the ESL Coordinator, Ms. Yip to discuss the implications of the change and options. A translator is provided for the parent if needed and administrators provide data to help make the best academic decision for the student.

The parent choice letters are kept in a file by the ESL Coordinator, Ms. Yip in room 339 and periodically reviewed to see if the school is meeting the requests of the parents. An Excel file document is kept by the ESL Coordinator, Ms. Yip identifying parent choices. Every September, during our school-wide orientation evening, ELL teachers are available to discuss standards, assessments, expectations and requirements of our ELL program. Five parent workshops are also held during the course of the school year. In addition, our Parent Coordinator and other staff members are actively used to help translate for our non-English speaking parents. Letters that go home to parents of ELL students are distributed in most home languages.

Each year in the spring, each ELL is administered the NYSESLAT to determine language proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ESL Coordinator, Ms. Yip, provides the Testing Coordinator, Ms. Delfini, with a list of all entitled ESL students. RLER and RLAB reports are produced from ATS to ensure compliance and test security sheets are kept on file ensure all four parts were administered to each student. Each year the student scores below proficiency on the NYSESLAT as determined from an RLAT and/or RNMR, the ESL Coordinator, Ms. Yip, provides parents with a continued entitlement letter in their home language that indicates continuation of services. A copy is kept in room 339 in a folder by the ESL Coordinator,

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In							10	7	8					25
Total	0	0	0	0	0	0	12	9	10	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	217	Newcomers (ELLs receiving service 0-3 years)	138	Special Education	55
SIFE	12	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	20

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	138	9	5	59	3	35	20	0	15	217
Total	138	9	5	59	3	35	20	0	15	217

Number of ELLs in a TBE program who are in alternate placement: 6

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	16	19					49
Chinese							16	24	28					68
Russian							17	11	11					39
Bengali							1							1
Urdu							6	7	2					15
Arabic							2	9	9					20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1	1					2
Albanian								2	1					3
Other							9	5	6					20
TOTAL	0	0	0	0	0	0	65	75	77	0	0	0	0	217

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

I.S.281 is committed to the vision of helping ALL students attain the highest standards as established by the city and state. Staff, parents, and students will effectively communicate, collaborate, and support our high academic and behavior standards. The ELL program in place at I.S. 281 has been planned, designed and fine tuned to reflect our shared commitment to allow students, especially ELLs, to become active learners who think critically, set goals and accept challenges, display respect for self, others, and the environment, and demonstrate qualities of responsible, productive citizens.

1. & 2. At I.S. 281, ELL instruction follows the pull-out program. We use departmentalization, and co-teaching along with the pull out model. The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of instruction per week. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. Our newcomers, beginners and intermediate students are provided with at least 360 minutes of ESL instruction and our advanced and proficient students are provided with at least 180 minutes of ESL instruction a week. During the pull-out sessions, ELLs, who spend the majority of their day in all English content instruction, are brought together from various classes for English-acquisition focused instruction. Our ESL program is staffed by three ELL certified teachers who provide instruction in Language Arts and ESL. Our three teachers are also QTEL trained ELL teachers who provide instruction to six groups (2 on each grade level) of ELL students. All of our 217 students receive two or more periods of ELL Language Arts each day. Students are heterogeneously grouped in the appropriate grade level in all content area classes. Classes are in English only, as we do not have a bilingual or dual language program. Additionally, an ESL teacher pushes into four self contained special education classes four to eight periods a week each to support their IEP mandates. All of our ELL classrooms are equipped with SmartBoard technology. In addition, as of January 2008, all students travel to each class with their own iTeach/iLearn tablet to supplement instruction in their classroom.

3. Our teachers provide instruction to regular sized groups and reduced groups of ELL students. It is conducted in English only using intensive ELL methodologies. Native language is supported with bilingual classroom libraries in our ESL and AIS classrooms. Our ELL teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for the 6th, 7th, and 8th Grade ELA assessment test. Our Math, Language Arts, Science and Social Studies teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for NYS assessment tests. Content area teachers focus on vocabulary to expedite content knowledge. We implement the New York State ESL Standards in students' academic language development program and regular content area classes. These standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. The ELL teachers provide supplementary instruction to reinforce those skills learned in these classes. Sufficient lessons in reading and writing skills are ongoing during the year. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Additionally, ELL students are encouraged to attend during mandated extended time for assistance in math and language arts. Native Language Arts is supported in all classrooms using peer translation, bilingual dictionaries and glossaries, Google Translator and teacher translation when

A. Programming and Scheduling Information

available.

The academic program for our ELL students is based on periods-per-week in subject area classes. Each period is approximately 45 minutes in length. ELL students receive the following instructional periods:

ESL – 8 periods

ELA – 8 to 10 periods

MATH – 8 to 10 periods

SCI – 4 to 5 periods

SS – 4 to 5 periods

ELL students have access to the various aspects of the Comprehensive Approach to Literacy and Comprehensive Approach to Balanced Mathematics Curricula. Sufficient lessons in reading and writing skills are ongoing throughout the school year. All ELL students go to Science/Social Studies/Math as a homogenous group with teachers trained to work with the ELL population. Instruction uses content area taught with a whole language approach fostering speaking, reading, writing and listening to strengthen language development and learn the content subject area. In Social Studies and Science, the teachers utilize the Access History and Science books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Students also take part in the Extended Day Program which provides them enrichment in English and Mathematics for 50 minutes twice a week after school. The NYSESLAT is given in the spring to determine the eligibility of continued entitlement to ELL services for students in grades 6-8. The test is aligned with New York State English as a Second Language Standards and determines entitlement of services and analysis of students' English language proficiency. ATS reports are used to help target student instruction effectively. We use this data to drive our instruction.

4. An RLER is run on ATS to determine an ESL child's home language. The Test Coordinator and ESL Coordinator, Ms. Yip ensure that all ESL students receive a copy of the NYS Math Test and NYS Science Test in English and their home language when available. In addition, glossaries and word to word dictionaries are provided to ESL students in their home language to ensure that all ELLs are appropriately evaluated in their native language.

5. Our ELL teachers articulate on an ongoing basis with classroom teachers, sharing strategies and projected school work. The ELL teacher assists students in becoming proficient in four language skills: listening, speaking, reading and writing. The overall goal of ELL instruction is the acquisition of linguistic and communicative competence. We differentiate instruction for our ELL subgroups. Students continue to receive all testing modifications. They receive extended time during testing. During NYS ELA exams, they receive a third reading of the listening selection. We offer afterschool and extended day programs for SIFE. We offer a Saturday School and a summer program that caters to their needs. ELLs are grouped homogeneously and are given ELA instruction along with test preparation. ELLs receiving services 4 to 6 years are offered a more rigorous supplemental Saturday and summer program that targets their weaknesses. For long term ELLs (completed six years), the instruction is more intensive, but tailored to their needs. They are also reviewed by our PPT Committee to determine if additional services are warranted.

Our supplemental programs for ELL students included three periods of AIS instruction a week. Teachers provide supplementary instruction during enrichment periods to reinforce those skills learned in the Language Arts classes. All students are encouraged to attend our Extended Day program which meets two days a week for fifty minutes and provides homework help and individualized instruction to help ELLs develop academic language in content areas. It is mandatory that all long term ELLs attend this program. An ELL Academy is held on Saturday mornings that continues to provide small group instruction to ELLs on improving reading comprehension skills and writing skills. Students who are SIFE, Special Education ELLs, or long term ELLs are encouraged to attend these valuable sessions.

We incorporate our special needs children into our ESL program, based on NYSESLAT level and not always by grade level. We utilize our special needs instructional staff for supplemental services to our special needs population, (ICT, SETSS, and self contained). Our guidance department is very supportive and sensitive to the needs of our ELL students. They are actively involved in providing services for those students who are struggling socially or emotionally. In addition, teachers and administrators work collaboratively to assist our students both academically and socially to help ease the transition into American society.

Our ELL students make up an important part of our after-school NIA program, where they receive academic and emotional support services, as well as, important socialization skills in an inclusive setting. This year the NIA is continuing with a program which targets 30 ELLs who participate in a literacy/homework help afterschool program which meets from October to June for approximately three hours on Mondays-Thursdays. The program also includes life skills, counseling and recreation. On Saturdays and before/after school hours,

A. Programming and Scheduling Information

ELL students are also encouraged to participate in our CHAMPS program in basketball, flag football, and soccer.

6. Teachers of ELL-SWDs use visual stimuli, graphic organizers, front-loaded vocabulary and tiered vocabulary, and activate student's prior knowledge. They also use prereading strategies, ask clarifying questions, have hands on activities and use their SmartBoards interactively to better provide access to academic content and accelerate English language development. Students are constantly assessed to check for comprehension of content. Social Studies and Science Teachers also use the Prime Social Studies and Science Series which offer multiple levels of differentiation of content. Additionally, Access American History and Access Science are used to support instruction in classrooms of ELL-SWDs.

7. Before the beginning of the school year, the CIT reviews all IEPs and cumulative records of SWDs. Administration meets with the CIT to determine least restrictive options. Since we are a Phase I school, programming is then arranged to accommodate the SWDs, in particular, ELL-SWDs. PPT meetings are held where the ESL Coordinator and other support personnel are consulted to determine the progress of ELL-SWDs. In addition, student performance is reviewed quarterly to determine whether placement needs to be adjusted. We also provide additional instructional support in the form of Extended Day and Saturday ELL Academy.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
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
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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.



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?

8. In our ELL self-contained classes, teachers use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. We offer an extended day program, after school programs, and an AIS program (three times a week) for all our ELL students. Our ELLs attend 21st Century Clubs once a week, Title III on Saturdays, and the Neighborhood Improvement Association Afterschool Program (Mondays-Fridays from 3-5).

9. Students who reached proficiency level on the NYSESLAT are enrolled in a transitional program. The program stresses vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills, using fiction and non-fiction reading selections. They practice different writing genres, such as personal narrative, fictional narrative, persuasive writing, and poetry. For their first two years of proficiency, students continue to receive all testing modifications including extended time during testing. During state ELA tests, they will get three readings of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

10. A new program that will be implemented in the upcoming school year is Access Code. This program is web based and provides supplemental curriculum for students who are below grade level due to inadequate phonics skills. This program will be implemented during AIS periods and is tailored to a student's individual needs.

A program that will be improving upon in the upcoming school year is the Urban Arts Partnership Model Program for ELL Literacy Development and Arts Instruction. The program applies UAP's rigorous methodology for quality arts instruction and best practices in language acquisition to improve listening, reading, writing and speaking in English for ELL students. Through a research-based curricula that includes components like visual dictionaries, storyboarding and storytelling, this interdisciplinary program is designed to strengthen academic performance in both the arts and ELA core subjects. Partnering teachers will benefit from learning new instructional strategies to effectively engage their ELL students through the arts, in addition to partnership opportunities across the curricula to leverage resources and bring together the school's teaching community. This year, UAP will be expanding into classrooms of our ELL-SWDs. An additional program that we will be improving upon this year is Margarita Calderon's RIGOR Program. This is a research based program designed for secondary students reading at the pre-k to 3rd grade level. Students develop phonemic awareness and phonics skills, build vocabulary through a seven step instruction and practice sequence, increase reading comprehension, fluency and content knowledge and use writing to expand and reinforce literacy. There is also a bilingual support component for Spanish speakers. This program is implemented during AIS periods and during the Saturday ELL Academy. This year, additional teachers, as well as, paraprofessionals and related service providers will be trained in using the Rigor Program.

11. Currently there are no programs or services that will be discontinued for ELLs this year.

12. Our ELLs are offered extra support services during extended day, 21st Century clubs once a week. They also participate in our Neighborhood Improvement Association program after-school, and a Saturday 21st Century Academic Program which offers remediation in ELA and Math, and a Title III Saturday Program which also targets ELA and Math skills. A physical fitness program that runs Mondays-Thursday before school and a CHAMPS afterschool and Saturday Sports Program is also available to our ELL students. Students are provided with letters translated in their home language about these programs along with applications in their home language. All of our activities at our school are fully inclusive.

13. Teachers create technology-rich lesson plans that are differentiated to meet their individual student needs. Each student receives their own laptop and are members of an online Moodle Classroom that allows them to participate in various content-based activities. Students

also post information to forums, create WikiSpaces and other websites. Students use applications such as Microsoft Office when they draft and revise writing pieces, use graphic organizers to gather information and powerpoint presentations and windows media player to present finished projects.

14. Native Language support for our ESL program is supported through ESL classroom libraries, bilingual dictionaries and glossaries, translated materials, peer translators and grouping, and through teachers when available. Cooperative Learning allows students to be grouped with others who are familiar with the specific native language and have a higher proficiency level in English. This will allow students to communicate in their language while helping them to learn social language, and then transition into academic language.

15. Resources and services utilized in the ESL program are on grade level and modified by the ESL and content area teachers to meet the needs of each of our ESL subgroups.

16. In September, newly enrolled ELL students are greeted by the Parent Coordinator, Katherine Fariello and the ESL Coordinator, Ms. Yip and provide emotional and academic support.

17. Proficient students in good academic standing are offered Spanish as a foreign language elective.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. The Professional Development component emphasizes making content comprehensible for ELLs. It comprises strategies for classroom organization, building background knowledge and application, alternative assessments, and delivery of instruction. Our goal is to improve student performance by building the capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for ELLs. Administrators will work with teachers in classrooms to practice proven instructional strategies, in order to differentiate instruction to meet a range of student needs and to help teachers learn from one another. If funding permits, coaches will work with teachers during the school year. They will supply them with the tools they need to deliver first-rate instruction to students while implementing the components of the uniform curriculum in Language Arts and Mathematics. The Data Specialist works closely with ESL staff and content teachers of ELLs to analyze data to measure their progress. Study groups and book talks will be offered in the 2011-12 school year using resources for Differentiating ELL Instruction and Incorporating the Common Core Standards. The following resources to be utilized are: Dina Zike's books on Notebook Foldables for Content Acquisition and Research. School wide Inquiry Team will continue to focus on ELLs in our lowest third in ELA and Math. Teachers will meet Thursday afternoons for a common preparatory period to discuss and plan differentiation for ELLs. Faculty and Grade Conferences will focus on Best Practices for ELLs and Lunch and Learns will use ELA and NYSESLAT Data to make informed decisions for ELLs. In addition, teachers will begin to implement UDL lesson planning.

2. English Language Learners who are now 8th graders and who wish to study English for six weeks during the summer before entering high school can participate in the New York City College of Technology/CUNY High School TRANSITIONS Program. The program is designed for students who are at the intermediate or advanced level of English language proficiency. Students will be provided with intensive English language study; computer instruction for word processing, Internet research, and interactive e-mail communication projects; reading two novels and writing journals and essays; field trips in the NYC area related to the curriculum.

The Professional Development time-line is fluid, with workshops being given in accordance with the mandate of the DOE throughout the school year. It is ongoing throughout the year for ESL teachers and content teachers of our ELLs. QTEL strategies will be demonstrated during professional development. In addition, all new teachers are required to receive 7 ½ hours of instruction by one of our ELL teachers during the school year. Records of their completed hours are kept in their personnel file and monitored by the principal. ELL teachers will provide workshops during selected staff development days as assigned by the DOE during the year. Teachers will be encouraged to attend professional development available from the Office of ELLs. They will be attending meetings and workshops offered by our CFN#107 and Office of English Language Learners. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice at I.S. 281.

E. Parental Involvement

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

1. & 2. Our ELL teachers articulate on an ongoing basis with classroom teachers and parents, sharing strategies and projected school work. Notices going home are translated in the different languages. Parent involvement for our ELLs at I.S. 281 includes the following:

Parent Teacher Conferences

- Parent Outreach Committee
- Holiday Social organized by the Parent Coordinator, Katherine Fariello
- Workshops by Parent Coordinator, Katherine Fariello and ESL Coordinator, Ms. Yip
- NIA afterschool program conducts a Family Fun Event(November), mid year performances and a culminating events in June are held for parents.
- Specialized H.S. Test Preparatory Program is also provided in the spring for the 7th grade and a second one in the fall for the 8th grade, 2 hours a day, 2 days a week for 4 weeks. The main objective is to increase parental involvement, and strengthen the relationship between home and school. We encourage our teachers to plan trips to promote cultural literacy and invite parents to these cultural excursions.

3. We evaluate the needs of parents on an as needed basis.

4. The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided to parents in their native language.

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)							17	29	20					66
Intermediate(I)							19	15	33					67
Advanced (A)							29	31	24					84
Total	0	0	0	0	0	0	65	75	77	0	0	0	0	217

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	19	2				
	I							6	17	23				
	A							22	32	30				
	P							24	6	17				
READING/	B							10	25	17				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
WRITING	I							17	15	33				
	A							23	19	19				
	P							4	10	3				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	18	4	0	45
7	36	9	1	0	46
8	20	20	0	0	40
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		31		15		2		54
7	16		27		19		6		68
8	12		29		17		10		68
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	24		33		11		0		68
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

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

Native Language Tests

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

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

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

1. The assessment tools used to assess the early literacy skills of our ELLs includes an analysis of the reading and writing sections of the LABR and NYSESLAT and an ELA Item Analysis, if available. We also look at previous years' NYSESLAT scores to determine year to year progress. Additionally, teachers can formally assess students literacy skills on a dialy basis through classroom observations. The data shows that due to an influx of new sixth and seventh grade students at the end of last year, our number of beginner students in the seventh and eighth grade has increased from last year. However, there ELA performance as improved slightly since last year. The majority of our students scored a Level 1 last year. This past year, we saw an increase of students performing at a Level 2 in our ELL population. We will continue to target our Level 1 ELL students and low performing students on the NYSESLAT for academic intervention. Those students will be invited to afterschool/Extended Day and Saturday ESL Literacy Programs. Additionally, those students who will be taking the ELA for the first time will be identified and invited to attend these programs.

2. & 3. Across proficiency levels and grades, the data reveals that our students are more proficient in their listening and speaking skills than in their reading and writing skills. Our children are heterogeneously grouped and as a result they are encouraged to speak English to their peers. In all grades, the majority of our students have advanced listening and speaking skills. In reading and writing skills, the majority of our students, equally fall into the intermediate and advanced categories with few at the proficient level. Because of this data, ESL teachers, content teachers, and AIS teachers focus on reading and writing skills. This further assists in selecting professional development workshops that targets this particular area of need.

4. For state testing in Math, Science and Social Studies, ELL students are always given a test in English and in their native language when available. Additionally, native language glossaries and word to word dictionaries are also provided. Our students are encouraged to answer in whatever language in which they feel most comfortable. Even though both tests were provided, all our ELL students chose to answer in English this past year. This year we do not plan on using the ELL periodic assessment, however, we do plan on using them in the future.

5. We currently do not have a dual language program.

6. We evaluate the success of our program for ELLs throughout the year, making adjustments when necessary. For those ELLs taking the NYS ELA, we evaluate their success by seeing if that subgroup made AYP in ELA, AMO or Safe Harbor Target. ELL teachers meet with content area teachers to help target instruction and differentiate. ELL teachers meet often to share successful lessons with each other and collaborate with common content teachers. Formal and informal assessments are given throughout the year to gage student achievement. We set high standards for our ELL students and expect them to be proficient within three years. Our subgroup data confirms our success in that area. Many of our ELL students who are not proficient in three years are our Special Education population. We addressed this deficiency by hiring an additional ESL teacher to work specifically with that population in small groups. Periodic Assessments and end of year state tests are also reviewed for trends within the ESL population.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K281** School Name: **Joseph B. Cavallaro**

Cluster: **1** Network: **107**

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.

After reviewing the LAP and based on our Home Language Surveys our major findings indicate that 15.9% of our school population are English Language Learners and therefore are in need of written, as well as, oral interpretation. Translators are available when we determine whether the parent requires language assistance to communicate effectively. At I.S. 281, many of our translation services are provided by our staff or by adult interpreter provided by parents. Much of our staff is bilingual in such languages as Spanish, Urdu, Russian, and Chinese. We have identified these languages as our most widely spoken languages. In addition, members of our staff also speak Italian, French, Hungarian, Spanish, Russian, Chinese, Arabic and Polish. We have created a master list identifying all in house translators in all languages of our diverse community. This document is reviewed and updated periodically. We also utilize the Department of Education's Translation and Interpretation Unit to access important letters in multiple languages so that parents are aware of their choices. We feel that most of our in house translation and interpretation needs are being met by our staff and other members of our community.

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.

Based on each child's home language survey, we ascertain the dominant language of the parent. Through the Home Language Survey, the trend indicates that Limited English speaking parents consist of the following major languages: Chinese, Russian, Spanish, and Arabic. Findings are reported to the school staff and parents through Faculty Meetings, Department meetings, Inquiry Team meetings, School Leadership Team Meetings, Executive Board and PTA Meetings, and Pupil Personnel meetings. Written services are required for testing and letters home. Oral translation is useful for Parent-Teacher Conferences and meetings.

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.

The school will translate all notices home that pertain to students' academic and social needs. If the letter is not able to be translated, the school will try to notify the child of the need for translation. In the case that this does not work, the school will place a call to the parent to relay the information in the notice verbally through the use of a translator. Written translation services are provided in house. Per session is provided to several teachers who provide translation services in Chinese, Spanish, Arabic, Russian and Hungarian. In the case that a language is not able to be translated, then translation will be provided by the DOE Translation and Interpretation Unit.

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

Oral translation services are currently provided by staff volunteers. When in house translation is not possible, we resort to non staff translators or the DOE Translation and Interpretation Unit. Teachers provide oral interpretation during school(when additional time for translation is necessary) and for afterschool activities. Per session is also provided to the teachers, after and before school, when oral translation is required.

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 order to support the NCLB requirement that school's communicate whenever feasible with non English speaking parents in their home language, I.S. 281 has implemented and will continue to fulfill Section VII of the Chancellor's Regulations A-663 by meeting the following goals: shared parent accountability through written translation and oral interpretation at meetings (PTA, Parent/Teacher Conferences) and various school activities, as well as, a school website which has a translation key. The school will assess within the first 30 days of student enrollment the primary language and translation needs of the parents. This will be accomplished by the methods described above. Parents will be notified that translation and interpretation services are available to them upon request. Upon entering the main office, parents are provided with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding the translation and interpretation services. Translated versions of this documented in the covered languages are made available to parents should they require it. Posted in the main office in a conspicuous location we have a sign in each of the covered languages indicating the availability of interpretation services. Included in our school's safety plan are procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Joseph B. Cavallaro I.S. 281	DBN: 21K281
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL Saturday Preparatory Academy at I.S. 281 will run fifteen- four hour Saturday sessions beginning November 3rd, 2012 and ending April 20, 2013 servicing 90 ESL students. Two ESL certified teachers, two Special Education teachers and two content area teachers will use ESL methodologies and instructional strategies. These teachers have also been trained in Margarita Calderon's Rigor Program. Since there are no other Saturday programs, a supervisor will also be available to provide support. The program targets ELLs who scored in Performance Level 1 on the NYS ELA Exam. Teachers will provide small group instruction to ESL students on improving reading comprehension skills, writing skills and phonics skills. The students will practice and apply reading strategies-with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. To this aim, a variety of materials, as listed in the budget summary, will be used to assist the students in language acquisition, the development of reading comprehension strategies and writing skills.

A comprehensive review and analysis of student achievement from the 2012 NYSESLAT and the 2012 NYS ELA and Math Examinations provided a targeted population to be addressed. The following is a chart of ELL data:

NYS ELA	Level 1	Level 2	Level 3	Level 4
Grade 6	28	34	10	0
Grade 7	48	37	5	0
Grade 8	45	50	5	0
NYS Math	Level 1	Level 2	Level 3	Level 4
Grade 6	6	31	15	2
Grade 7	16	27	19	6
Grade 8	12	29	17	10

Part B: Direct Instruction Supplemental Program Information

NYS Science	Level 1	Level 2	Level 3	Level 4
Grade 8	24	33	11	0

Overall NYSESLAT Proficiency Results

	Grade 6	Grade 7	Grade 8
Beginner	5	1	14
Intermediate	9	16	32
Advanced	39	19	19
Proficient	12	41	13
Total	65	77	78

We hope to target students who scored in Performance Level 1 on the NYS ELA and Math Exams. The Reading and Writing Performance in Grades 6-8 on the NYSESLAT showed that many of our students have moved into the Intermediate and Advanced levels. However, this year, we have a large influx of Beginners in Reading and Writing especially in Grade 7. Reading materials that will be used at no cost to Title III will include Prime Science and Social Studies Leveled Texts and Differentiated Texts from Benchmark Education. Identical texts are written at on-grade reading level and two grades below. Students are present information in a variety of formats, including hands on activities. The reading materials also assists students in mastering core Science and Social Studies standards. This material will be used in small group settings for students who have not met the standards determined by their performance levels on the state exams and those who scored at the Beginner level and Intermediate level on the reading and writing portion of the NYSESLAT.

Writing Matters is a program that engages middle students in the writing process through a series of units, addressing specific genres. Original content and interactive technology are seamlessly integrated, helping students develop their writing skills as they generate ideas and topics, organize, compose, revise and publish their work online- from school or from home. Instruction will be provided in English and be individualized to allow teachers to model reading and writing strategies and provide 1:1 attention in the decoding and comprehension strategies needed to meet state standards. The ESL teacher and Special Education teacher are rotating groups so that all students receive language development from an appropriately certified ESL teacher each time the program meets. We hope to service this population with the hopes of moving those students who take the NYS exams one proficiency level and those who are taking the NYSESLAT to move from Beginner to Intermediates and Intermediates to Advanced on the Reading and Writing portion of the exam.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The Professional Development Component will be provided by a consultant from Teaching Matters which provides a comprehensive professional development program for Writing Matters, incorporating on-site coaching and mentoring. The TM Consultant will serve as a coach and will cover needs assessment and instructional planning, focusing on the skills and practices teachers need to achieve desired student outcomes. The in-class focus is on instructional strategy, using technology, classroom management and assessment strategies, including the assessment of student work related to desired outcomes.

Professional Development will be provided during Collaborative Thursdays for one hour for six sessions commencing on December 6, 2012 and ending on January 10, 2013 for the teachers participating in the Title III program. It will include the following:

- Mastering the Essentials
- Writing Memoirs
- Writing Feature Articles-
- Writing Editorials
- Writing Poetry
- Advanced Writing Assessment

We also receive Professional Development and support from our CFN#107, Urban Arts Partnerships for the StoryStudio Project Grant with the English Language Learners, Achieve 3000 and Access Code.

Part D: Parental Engagement Activities

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

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

Begin description here: The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided for parents in their native language. Parent Involvement for our ELLs at I.S. 281 includes the following

- Parent Teacher Conference Workshops on Pupil Path
- Worshops by Parent Coordinator and ESL Coordinator, Ms. Yip
- Understanding the NYSESLAT Parent Report by ESL Coordinator

Part D: Parental Engagement Activities

Additional workshops facilitated by Parent Coordinator and representatives from The Leadership Program during our monthly PTA meetings at 7P.M. include the following:

- Cyberbullying on October 18, 2012
- Family Talk & Successful Communications on November 15, 2012
- Keeping it Cool: Managing Conflict and Anger on December 13, 2012
- Power of One: Single Parenting on January 17, 2013
- Fit for life Healthy Living on February 7, 2013
- The Creative Spirit on March 14, 2013
- NIA afterschool program conducts Family Fun Event (Dec.), mid year performances and an end of the year Carnival (June).

Part E: Budget

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

Allocation Amount: \$

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

