



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** DR. ROSE B. ENGLISH SCHOOL

23K327

**PRINCIPAL:** DR. STEPHEN APPEA      **EMAIL:** [SAPPEA@SCHOOLS.NYC.GOV](mailto:SAPPEA@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** AINSLIE CUMBERBATCH

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Stephen Appea	*Principal or Designee	
Nicole Gordon	*UFT Chapter Leader or Designee	
Donna Dewar	*PA/PTA President or Designated Co-President	
Sherry Young	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Renita Thomas	Member/Parent	
Uneeka Baisden	Member/Parent	
Belinda Jackson	Member/Parent	
Connie Spann	Member/Parent	
Genevieve Mohamad	Member/Staff	
Christine Chang	Member/Staff	

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

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

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

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

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

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENETS 2 & 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report
- Quality Review 2011-2012 – Refine action planning by developing interim goals and benchmarks for school-wide plans, teacher team plans and student subgroups so that progress can be measure, readjustments made and success evaluated.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

**Tenet 4: Teacher Practices and Decisions**

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

2.2 School Leader’s Use of Resources; 2.4 Strategic Decisions; 2.5 Progress Monitoring

4.2 Instructional Practices and Strategies; 4.3 Comprehensive plans for teaching; 4.4 Classroom environment and culture;

4.5 Use of data, instructional practices and student learning

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*To continue developing our relatively successful early childhood (K-2) reading program to improve student progress in phonemic awareness, phonics, fluency, vocabulary and comprehension in order to build a foundation for an effective transition to the elementary grades.*

*By June 2013 all K-2 students will achieve one year’s growth in measures of phonics, phonemic awareness, vocabulary and comprehension as measured in iStation and Harcourt Unit Assessments and as a result at least 65% will achieve the benchmark level.*

**Instructional strategies/activities**

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

*By June 2013 all K-2 students will achieve one year’s growth in measures of phonics, phonemic awareness, vocabulary and comprehension as measured in iStation and Harcourt Unit Assessments and as a result at least 65% will achieve the benchmark level.*

*Teachers will instruct students using the Reading Street (K) and Harcourt StoryTown Programs. Teachers will use item analysis from Reading Street assessments, iStation Story Town unit assessments) to differentiate instruction focusing on the needs of each student. Peer and group activities as well as independent*

*assignments will allow the teacher more opportunities to conference with each student and become more familiar with the needs of each student.*

*Teachers will integrate technology into lessons to address different modalities and learning styles.*

*Teachers will share goals, concerns and instructional plans with parents and caregivers on an ongoing basis and with each other in teacher teams.*

*As per our RTI plan students in grades K-2 identified as at-risk of performing below grade level will receive small group/one-to-one extra instruction. The following programs will be used:*

*Kindergarten – iStation intervention, Reading Street Intervention*

*Grade 1 – iStation intervention, Harcourt StoryTown Intervention Kits*

*Grade 2 – iStation intervention, Harcourt StoryTown Intervention Kits*

*Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data from iStation, monthly assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs.*

*Students will receive daily intervention and monitoring. Students with special needs will receive a personal intervention plan based on data from iStation, monthly assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs.*

*Cluster teachers will work on skills areas with small groups of students performing below grade level during their AIS periods. This information will come from Reading Street and iStation benchmark assessments and progress monitoring, monthly Story Town and Performance Series assessments,*

*The ESL teacher will use the program Imagine Learning to support ELL students in grades K-2. The ESL teacher and his home room teacher colleagues will use data from Reading Street, iStation, Performance Series and Harcourt monthly by classroom teachers.*

*Ongoing professional development sessions with assessments to differentiate instruction for each student. Students will be monitored using assessments from Imagine Learning in addition to weekly progress monitoring teachers and service providers will be conducted by the Early Childhood Assistant Principal, Early Childhood teacher leaders, Network Achievement Coaches and consultants. Audiences for each session will be based on student data and needs, teacher needs, and curriculum mapping.*

*The Early Childhood AP, EC Coordinator and the Parent Coordinator will conduct workshops for parents including those in our Parent Curriculum Committee. Topics will be selected according to student need and data.*

*Ticket to Read will be used to promote a culture of reading as well as to build reading stamina and comprehension.*

*The school will provide a wide assortment of high quality instructional materials, including integrated and aligned intervention materials. We will increase the amount of technology used to help us address the needs of all learners. School Wide Projects funds, ARRA funds and Tax Levy funds will be used to fund personnel and OTPS allocations.*

*Evidence throughout the year to evaluate progress towards meeting our goals will include:*

*Students in Grades K-2 will be assessed 3 times a year using iStation Benchmark Assessments. Students are expected to reach benchmark goals for each individual component.*

*Students in Grades K-2 will be assessed once a month using formative assessments from iStation. All students are expected to make at least a one-year gain by June 2013.*

*Students in Grades 1-2 will be assessed monthly using assessments from the Story Town Core curriculum.*

*Students in Grades K-2 will receive MOY and EOY cumulative benchmark assessments using the Story Town Core Curriculum.*

*All Kindergarten students will be assessed twice a year using Reading Street Assessment. 50% of students are expected to demonstrate age specific mastery of receptive vocabulary by the end of the school year.*

**\$49,926 Supporting Great Teachers and Leaders**

**Budget and resource alignment**

- Indicate your school's Title I status:  **X School Wide Program (SWP)**
- Select the fund source(s) that your school is using to support the instructional goal.

**X Tax Levy  
and**

**X Title I SWP**

**Service and program coordination**

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

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

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching and administrative staff based on student programming needs using tax levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

\*Teacher / para per session for professional development and data specialist

\*Supplies / materials to support instruction

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

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report
- Quality Review 2011-2012: Extend the good practice of differentiated instruction so that learning activities across all subjects and classes consistently provide rigor and challenge for all students

**Tenets 2 & 4 CURRICULUM DEVELOPMENT AND SUPPORT**

**Tenet 2: School Leadership Practices and Decisions**

**Tenet 4: Teacher Practices and Decisions**

2.2 School Leader’s Use of Resources; 2.4 Strategic Decisions; 2.5 Progress Monitoring

4.2 Instructional Practices and Strategies; 4.3 Comprehensive plans for teaching; 4.4 Classroom environment and culture;

4.5 Use of data, instructional practices and student

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*To improve elementary and middle grade literacy skills during the 2012-2013 year*

- **10% of students in grades 3-8 will show a 5% increase in ELA performance as measured by the NYS ELA Exam**

**Instructional strategies/activities**

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

*Grade 3 ELA teachers will instruct teachers with the Harcourt StoryTown anthology. Grade 4-5 teachers will instruct students using the Time to Know Reading Program. Grade 6-8 teachers will instruct students using the Holt McDougal Literature and Achieve 3000 programs. Data-driven planning will be used to inform differentiated instruction using the core programs. AIS programs such as SuccessMaker, Study Island, Achieve 3000, iStation, Extended Time tutoring, Extended Day will be used to provide additional intervention for lower performing students. The same AIS programs as well as technology integrated presentation projects will be used to challenge higher performing students. Teacher leaders will assist teachers with progress monitoring and supervisors will ensure*

*program fidelity and proper pedagogical practice.*

*Students will receive daily intervention and weekly monitoring. Students with special needs will receive a personal intervention plan based on data from monthly unit assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. At least 12 selected special needs students in grades 3-8 will receive Scientific Learning's Fast ForWord programming (pending funding) to boost language skills, memory, concentration, auditory and visual processing.*

*ELL students will be supported with the technology based program Imagine Learning, Teachers and supervisors will use the Imagine Learning data monitoring system to set and revise goals and track progress.*

*Item analysis will be used to identify small group needs on a monthly basis. Teachers along with the staff developers will generate tests that are in alignment with the necessary standards and expectations of each grade. School staff including family workers, the parent coordinator and guidance counselors will maintain ongoing contact with parents regarding student progress.*

*Administrators will engage in short, frequent cycles of classroom ELA observation and feedback on average every 4 to 8 weeks using a research-based rubric to make low-inference observations and provide meaningful feedback to teachers that articulates clear expectations for teacher practice.*

*The Danielson rubrics we will use to help ELA teachers improve their practice will focus on the CIE recommended competencies (1e, 3b, 3d).*

*ELA Teachers will self-assess on selected components of the Danielson rubric according to their individual needs as determined by conferences with supervisors. However the clear administrative recommendations will center on designing coherent lessons (1e), using questioning and discussion techniques (3b) and using assessment in instruction (3d).*

*ELA teachers including our ELA Lead Teacher will host and or participate in inter-visitations to observe best practices from colleagues in and out of our building.*

*\$25000 – Academic Intervention Services*

**Budget and resource alignment**

- Indicate your school's Title I status:  **X School Wide Program (SWP)**
- Select the fund source(s) that your school is using to support the instructional goal.  
**X Tax Levy**  
**and**  
 **X Title I SWP**

**Service and program coordination**

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

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

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching and administrative staff based on student programming needs using tax levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

\*Teacher / para per session for professional development and data specialist

\*Supplies / materials to support instruction

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENETS 2 & 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. N/A
- Quality Review 2011-2012 – Revise the process of data analysis to establish a systematic and disaggregated review of student performance to further support targeted instruction

**Tenet 2: School Leadership Practices and Decisions**

**Tenet 4: Teacher Practices and Decisions**

2.2 School Leader’s Use of Resources; 2.4 Strategic Decisions; 2.5 Progress Monitoring

4.2 Instructional Practices and Strategies; 4.3 Comprehensive plans for teaching; 4.4 Classroom environment and culture;

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*To improve elementary and middle grade numeracy skills during the 2012-2013 year.*

- *By June 2013 5% of students in grades 3-8 will show a 5% gain in proficiency as measured by the NYS math scores*

**Instructional strategies/activities**

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

*Grade 3 math teachers will instruct teachers with the Every Day Math program. Grade 4-5 teachers will instruct students using the Time to Know math program. Grade 6-8 teachers will instruct students using the Impact Math programs. Data-driven planning will be used to inform differentiated instruction using the core programs.*

*AIS programs such as SuccessMaker, Spatial Temporal Math, Study Island, Destination Math, TV Textbook, Extended Time and Extended Day (pending funding) will be used to provide intervention for lower performing students as per our RTI plan. The same AIS*

*programs as well as technology integrated presentation projects will be used to challenge higher performing students. Teacher leaders will assist teachers with progress monitoring and supervisors will ensure program fidelity and proper pedagogical practice.*

*Students will receive daily intervention and weekly monitoring. Students with special needs will receive a personal intervention plan based on data from monthly unit assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs. A minimum of 12 selected special needs students in grades 3-8 will receive Scientific Learning's Fast ForWord programming to boost language skills, memory, concentration, auditory and visual processing.*

*ELL students will be supported with the technology based program Imagine Learning, Teachers and supervisors will use the Imagine Learning data monitoring system to set and revise goals and track progress.*

*Item analysis will be used to identify small group needs on a monthly basis. Teachers along with the staff developers will generate tests that are in alignment with the necessary standards and expectations of each grade. School staff including family workers, the parent coordinator and guidance counselors will maintain ongoing contact with parents regarding student progress.*

*Ongoing professional development at least twice a month will be given to teachers and service providers with a focus on modeling and sharing effective strategies and techniques for classroom instruction. Students are expected to demonstrate increased proficiency with each unit or school-wide test. Students are expected to make at least a one-year gain by June 2013.*

*Each testing grade will take up to 5 periodic assessments (2 Performance Series and 3 Acuity assessments). The data from each test will be used to measure student progress within their given skill needs*

*Periodic assessment data will be used to measure student progress within their given skill needs. Each student is expected to make a minimum of 5% progress over and above his or her previous scores.*

*Teachers will also conduct formative and program assessments (e.g., SuccessMaker) to determine skill-specific progress.*

*Math Teachers will participate and or host inter-visitations to improve or inform best practices in and out of the building.*

*\$50000 – Response To Intervention*

**Budget and resource alignment**

- Indicate your school's Title I status:  **X School Wide Program (SWP)**
- Select the fund source(s) that your school is using to support the instructional goal.

**X Tax Levy**

**Service and program coordination**

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

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

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching and administrative staff based on student programming needs using tax levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

\*Teacher / para per session for professional development and data specialist

\*Supplies / materials to support instruction

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

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report
- Quality Review 2011-2012 – Use an efficient system for monitoring and adjusting teacher practice that provides strong support with a clear focus on improving instruction.

**Tenet #4 Teacher Practices and Decisions**

4.2 Instructional Practices and Strategies; 4.3 Comprehensive plans for teaching;  
4.4 Classroom environment and culture; 4.5 Use of data, instructional practices and student learning

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**To adopt and implement a research-based framework for teacher effectiveness**

By June 2013 25% of teacher will improve practice as measured by feedback from short frequent cycles of observations using a research based rubric (Danielson)

**Instructional strategies/activities**

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

*\* Administrators will engage in short, frequent cycles of classroom observation and feedback on average every 4 to 8 weeks using a research-based rubric to make low-inference observations and provide meaningful feedback to teachers that articulates clear expectations for teacher practice.*

*\*The Danielson rubrics we will use to help teachers improve their practice will focus on the CIE recommended competencies (1e, 3b, 3d).*

*\* Teachers will self-assess on selected components of the Danielson rubric according to their individual needs as determined by conferences with supervisors. However the clear administrative recommendations will center on*

*designing coherent lessons (1e), using questioning and discussion techniques (3b) and using assessment in instruction (3d).*

*\*A professional development plan will be implemented that integrates selected components of the Danielson rubric.*

*\*Administrators will set up and follow a monthly observation schedule for teacher feedback using the Danielson rubric.*

*\*Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum.*

*\*Teacher self-assessments will be made three times per year on selected components of the Danielson rubric.*

*\*Teacher Effectiveness Project coaches will provide periodic support during administrator study groups*

*\*Administrators will complete 4-10 Danielson snapshots per week*

*\*Administrators will analyze student data each week*

*\*More than 80% of teachers will concur on the Learning Environment Survey that school leaders give them regular feedback about their teaching.*

**Budget and resource alignment**

- Indicate your school's **Title I status: X School Wide Program (SWP)**
- Select the fund source(s) that your school is using to support the instructional goal.

**X Tax Levy**

**Service and program coordination**

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

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

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching and administrative staff based on student programming needs using tax levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- \*Teacher / para per session for professional development and data specialist
- \*Supplies / materials to support instruction

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

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- Quality Review 2011-2012 – Develop a mechanism for sharing student progress in math with parents

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**To increase parental involvement and outline how parents will share responsibility for improved academic achievement**

By June 2012 the school will create an RTI partnership with Elementary Division parents. The school will offer 4 workshops on how to support students

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

*\* Administrators will engage families through an RTI partnership framework. Strategies to increase parental involvement will include: utilization of current data to identify subgroups and analyze needs of individual students; planning and implementation of a family outreach plan – Parent Compact and Parental Involvement Policy; new parent orientation / Welcome Back BBQ / Parent Open Houses / Monthly Principal Parent Breakfasts / Monthly Parent Curriculum Committees; use of a full-time parent coordinator and allocation of space for a parent coordinator*

*office and a parent resource room; Use of State funding for parent resources to engage parents in their child's education (workshops, events celebrations); Monthly student recognition; Career Day; Parent Recognition; Learning Leaders Training*

*\* Key staff include: Parent Coordinator; Student Activities Coordinator; Pupil Personnel Secretary; Guidance Counselor; Administrators; Network Support*

*\* Indicators of effective partnership will include: sharing information, problem-solving, celebrating student successes*

*\*More than 80% of parents will concur on the Learning Environment Survey that school staff give them regular feedback about academic expectations for their children.*

**Budget and resource alignment**

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

**X 1% of their school's Title I, Part A allocation and**

**X 1% of Title I Priority and Focus School allocation for Parent Engagement programs**

**Service and program coordination**

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

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

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching and administrative staff based on student programming needs using tax levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

\*Teacher / para per session for extended learning and professional development

\*Supplies / materials to support instruction

\*NYSTYL Software

\*STH (Students in Temporary Housing) Funding

- 1% of their school's Title I, Part A allocation and 1% of Title I Focus and Priority School allocation for Parent Engagement programs

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### 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.

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	35	30	N/A	N/A			2	3
<b>1</b>	44	40	N/A	N/A	0		2	7
<b>2</b>	36	32	N/A	N/A	7		4	6
<b>3</b>	26	21	N/A	N/A	5			5
<b>4</b>	60	62			6			10
<b>5</b>	65	64			7			7
<b>6</b>	55	54			11			10
<b>7</b>	75	75			1			6
<b>8</b>	65	62			7			5
<b>9</b>								
<b>10</b>								

11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Grades K through 2 – StoryTown Intensive/Strategic Intervention Kits Reading Street Intervention kit and. iStation interventions. AIS services provided Monday through Friday during the extra instructional period and during the school day Monday through Friday. Small group instruction and one-to-one tutoring.</p> <p>Grades 3-8: Extra Instruction Period - Monday–Friday, small class ELA skills review including Study Island, Achieve 3000 and Fast ForWord, Voyager, Imagine Learning, SuccessMaker.</p> <p>Grades 3-8: Extended Day, 8 Weeks - 3 hours weekly after school skills instruction</p>
<b>Mathematics</b>	<p>Grades K through 2 – Small group instruction during the school day Monday through Friday.</p> <p>Grades 3-8: Extra Instruction Period- Monday-Friday, small class math standards strand review including: Spatial Temporal Math, CCLS Rally, Destination Math, TV Textbook and Study Island.</p>
<b>Science</b>	<p>Grade 4 – Extra Instruction Period, Monday-Friday, CC Review, Measuring Up, Study Island Online Programming</p> <p>Grade 7 – Extra Instruction Period, Monday – Friday, CC Review, Study Island Online Programming, Adaptive Curriculum</p> <p>Grade 8 – Extra Instruction Period, Monday – Friday, CC Review, Study Island Online Programming, Mobile Science Lab</p>

<b>Social Studies</b>	<p>Grade 5: 3 Weeks Additional Scheduled SS Class Periods – 3 hours of Core Curriculum Review</p> <p>Grade 5: Extended Day – 10 hours afterschool CCR</p> <p>Extra Instructional Period - Monday-Friday, Measuring Up</p> <p>Grade 7: Instructional Period - Monday-Friday, CC Review,</p> <p>Grade 8: Instructional Period , Monday-Friday, CC Review,</p>
<b>At-risk Services provided by the Guidance Counselor</b>	ERRSA Counseling in multiple grades by multiple counselors
<b>At-risk Services provided by the School Psychologist</b>	ERRSA Counseling
<b>At-risk Services provided by the Social Worker</b>	ERRSA Counseling
<b>At-risk Health-related Services</b>	n/a

**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.

All teachers are currently certified in their respective license areas.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Pat Tubridy</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>327</b>
School Name <b>Dr. Rose B. English School</b>			

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

Principal <b>Dr. Stephen Appea</b>	Assistant Principal <b>Michele Cohen</b>
Coach <b>Ann Marie Chance</b>	Coach
ESL Teacher <b>Chris Tang</b>	Guidance Counselor <b>Anegla Hayde</b>
Teacher/Subject Area <b>Johane Bryant / Sixth Grade</b>	Parent <b>Richard Dove</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sherry Young</b>
Related Service Provider <b>Dina Brutus</b>	Other <b>Genevieve Mohamad, AP</b>
Network Leader <b>Patricia Tubridy</b>	Other <b>Tracy Willacey, AP</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>715</b>	Total Number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>4.76%</b>
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## Part II: ELL Identification Process

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

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

When a parent registers their child in the New York City School District for the first time, an assistant principal Michele Cohen or the ESL teacher Chris Tang administers a Home Language Identification Survey (HLIS) to the parents in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about that child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R is administered within the first ten days of enrollment in the school.

All parents of students identified as ELLs are contacted and students are tested within 10 days. In most cases, the initial interview and identification is immediate and then subsequently confirmed by the LAB-R. Students who speak Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parents' native tongue. The video offers parents three programs options (Transitional Bilingual Education, Dual Language, and Freestanding ESL). The video, brochures, and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher Mr. Tang describes the program that is available at the school. If the program that the parents decide is not available at the school, the school directs parents to the district office of student enrollment to help the parents to find another district school that offers the program. The ESL teacher also informs the parents that our school could place them on a waiting list until they have 15 or more students with the same language and grade in order to qualify for funds to open up a bilingual class. Parent brochures in the parents' native language(s) are also given at the orientation so that the parents could review the different choices that are available to them. Parent Surveys and Program Selection forms are given out at the orientations so that parents can decide on what option is best for them and their family based on their understanding of the different programs that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education program, the student would be placed in a school that offers Transitional Bilingual Education. The ESL teacher will follow up with parents with a phone call in the Parents' native language and to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice Option.

After reviewing the Parent Survey and Program Selection forms for the past five years, we found out that 100% of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language programs.

The ESL program offered at our school is aligned with parents' requests. The core ESL program Imagine Learning is technology oriented and embraces all different types of language. We develop plans to prepare our students for future college and career readiness within this second decade of the 21<sup>st</sup> century. We provide regular ongoing information to our ELL parents through different avenues

such as Monthly parent breakfasts, newsletters, school website, Parent-Teacher Conferences, progress reports and or individual meetings. We have an open door policy for our ELL parents to come and visit our classrooms to see what's taking place and to get a better understand of their options.

## Part III: ELL Demographics

### A. ELL Programs

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

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

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	3	8	3	8	5	3	3	0					34
<b>Push-In</b>														0
<b>Total</b>	1	3	8	3	8	5	3	3	0	0	0	0	0	34

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	3

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

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	15	0	0	16	0	2	3	1	0	34
Total	15	0	0	16	0	2	3	1	0	34

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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

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

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

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	7	3	6	5	3	3	0					29
Chinese		1	1											2
Russian														0
Bengali														0
Urdu														0
Arabic		1			2									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	1	3	8	3	8	5	3	3	0	0	0	0	0	34

# 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?

Instruction is organized and delivered primarily in a pull-out setting where Imagine Learning program is used as the core instructional program. The program model is primarily ungraded and heterogenous though K-2 students are usually grouped together as are grades 3-5 students and grades 6-8 students. A push-in collaborative approach is also used in which the ESL teacher works together with the general education and other subject area teachers to set goals and plan differentiated instruction to meet the needs of all the school's English Language Learners.

The ESL teacher develops a pull-out schedule, reviewed by the assistant principal to ensure that the appropriate number of instructional minutes as per CR Part 154. Instruction in these classes is in English and students are grouped based on their NYSESLAT levels, their understanding of the English language, and the ELA skill that is being taught that period. The ESL teacher closely monitors the ESL students by making sure that they are understanding what is being taught in the class as well as by monitoring Imagine Learning program data. While students are working on their differentiated Imagine Learning modules, the ESL teacher works with all groups or individual students on skills instruction. There are also instances where it is necessary to pull-out or push-in with students for an additional period to provide a more in depth focus on particular skills that students are having trouble with. Whether during small group work or during individualized, technology-based, modular sessions students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and other school assessments that students are required to take in a given school year. All teachers in the building are given the ESL schedule that identifies all ESL students, their proficiency levels, how many hours they are required by the law to be service based on their proficiency level, and when they will be serviced. Students labeled as beginners or intermediate receive 360 minutes of instruction per week in a primarily pull-out method. Advanced students receive 180 minutes of instruction in both push in and pull out methods. During push-in sessions the ESL teacher and classroom teacher work collaboratively using methods incorporating multiple means of representation, action, expression and engagement for ELLs and other students including visuals, academic vocabulary, manipulatives, technology and data-driven differentiated grouping often based on Depth of Knowledge task complexity.

Our SIFE students are assessed to identify weakness and strengths. We conduct individual meetings with parents and provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these student is conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we refine and enhance students' prior knowledge and boost self-esteem.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets.

## A. Programming and Scheduling Information

Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and teach them with ESL methodologies. Since many of these students tend to be within the early childhood division, the school provides further diagnostic analysis through our iStation and Harcourt monthly assessments focusing on phonics, phonemic awareness, vocabulary and comprehension. Based on this data available to both the classroom teacher and the ESL teacher, prescriptive skill-based lesson plans are implemented to meet the students' individual needs. Students with 4-6 years of ELL services are almost always housed within our elementary and middle school divisions and as such benefit from periodic assessment (Performance Series and Acuity) data analysis. Teachers including the ESL teacher make use of this data to prepare and implement differentiated instructional plans to address the needs of these learners.

Moreover in order to help students prepare for state assessments Title III per session funds are set aside for teachers to provide test preparation for these students. The few students in our building who have more than 6 years of ELL service are provided with additional monitoring by our guidance counselor and assistant principals, frequent parental communication by the parent coordinator and additional academic intervention service opportunities including our Fast ForWord program which boosts the enhances memory, attention as well as visual and auditory processing. This program is primarily used for our students with disabilities including ELL-SWDs. For these ELLs with special needs the ESL teacher familiarizes himself with their IEP goals and works closely with the Special Education classroom teacher. Each student is different and therefore, the ESL teacher assists in accommodating their special needs while improving language skills. We have recently begun incorporating UDL-based strategies to adapt our curriculum to provide multiple means of representation (for example, providing options to customize the display of information or alternatives for presenting auditory or visual information), multiple means of action and expression (for example, options in the media for communication), and multiple means of engagement (for example, options that increase individual choice or autonomy) for all of our SWDs including ELL-SWDs so as to better provide access to academic content while simultaneously accelerating English Language development. With the increased availability and use of technology our teachers are more easily able to adapt our curricula to meet the needs of all of our ELLs including SWD-ELLs. This curricular flexibility is enhanced by instructionally flexible co-teaching models which we are encouraging our ESL and other teachers of ELLs to embrace. With an increase in the collaboration of our ESL teacher and his colleagues in setting goals and objectives as well as planning and implementing interdisciplinary lessons which are more academically rigorous while promoting English language development, we expect greater learning outcomes from all of our ELL students. Although our ESL teacher implements lessons primarily in a tightly scheduled pull-out instructional ESL model, he is encouraged to work with his colleagues to provide push-in teaching so that groups of ESL students are able to benefit inside a regular English classroom environment. Our IEP and PPC teams regularly meet to discuss placement of students receiving special education services including SWD-ELLs within the least restrictive environment so as to better incorporate a student's strengths where possible within a mainstreamed environment while targeting at-risk areas.

### 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

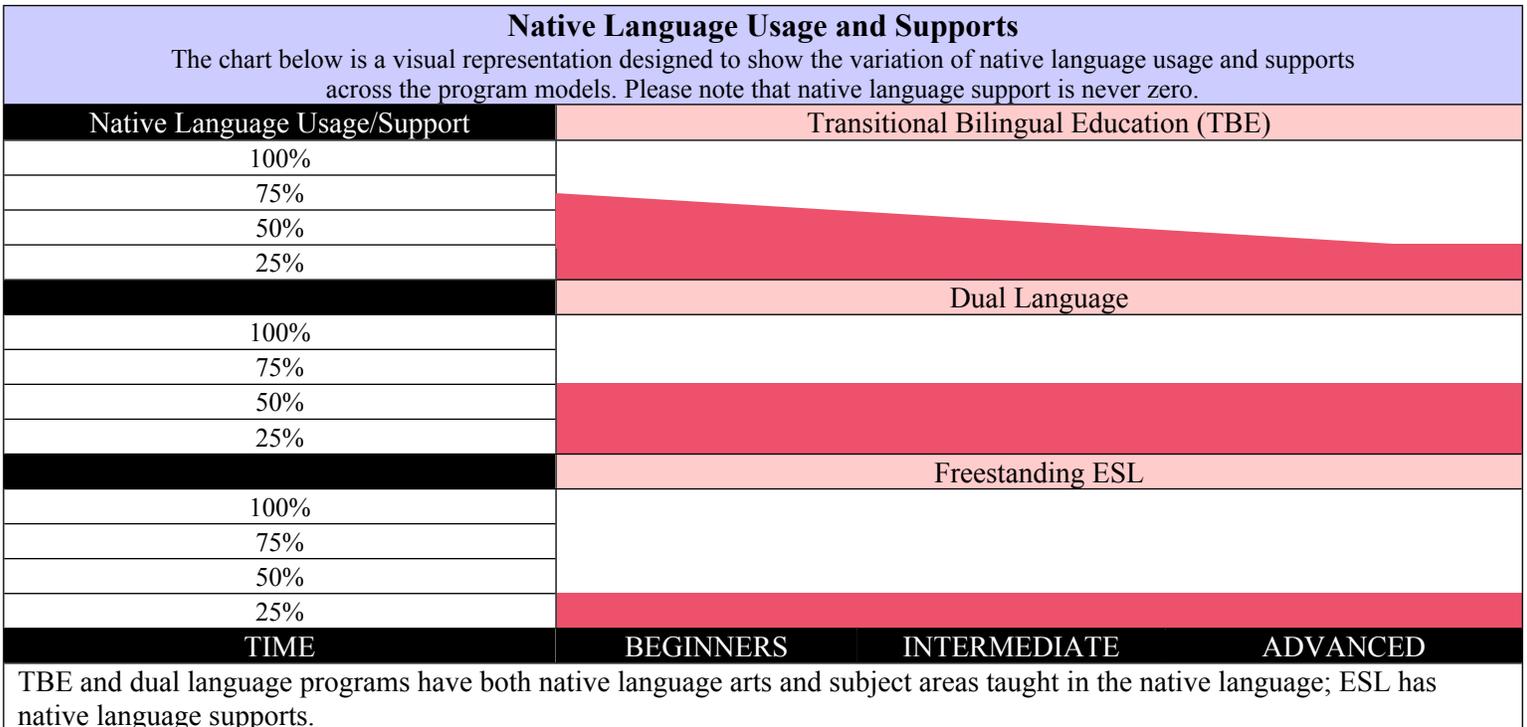
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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

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

Several different intervention programs and services are in place to support our ELL population. The main program is Imagine Learning (described above). Some of the other programs in place are: I-Station for grades K-3, Achieve 3000 (grades 6-8), Time To Know ELA and Math (grades 4-5), Voyager, Destination Math (grades 6-8), Brainpop ESL. An additional 150 minutes of instruction is provided to all ELL students every week through Extended Time instruction.

The SIOP plan is another form of intervention that is used in the school. The SIOP method is a lesson plan format that is used to support many different ELL components. SIOP lesson plans are also used tie together the different subjects in the school. Many visuals, and hands-on materials are included in this lesson format lesson. Total Physical Response (TPR) and technology are also regularly used in the lessons.

Technology plays a big role in our ESL program. The teacher has a SMART Board in his classroom and we are planning on purchasing more dedicated laptops for the ESL classroom. The Imagine Learning Program is the main technology program that is used in the ESL class. Brainpop ESL is also used to support instruction, along with Achieve 3000, and Destination Math. The Voyager program , V-Math, Scott Foresman–ESL program, English Now as well as NYSESLAT and Beyond are all used to provide instruction to our ESL students. Focus is placed on students to develop their language, reading, speaking, and writing skills. An additional 150 minutes of instruction is provided for ELL students and former ELL students for extra support in English Language Art and Math. Title III funded afterschool test preparation programming is also offered to current and former ELL students as a form of additional support to the students.

Students who have mastered the NYSESLAT are provided extra support with additional pull-out and out-of-school-time enrichment and test preparation.

There are no ELL programs that have discontinued in the school this year.

A new program in our school called Cook Shop is offered to students in grades K-3 starting December 2011. All students will be able to participate including our ELL population. This is a hands-on program that uses math, science, social studies, writing, and reading.

Students will be able to communicate with other students in the grade, and will be able to learn about different subjects using food.

All ELL students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level.

A Title III funded after-school program is offered to all ELL current and former students. Students are able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication.

The Native Language of our students is embraced in the ESL program. Fortunately, our ESL teacher is fluent in English, French, Spanish, Cantonese and Mandarin thus enabling communication with the students and parents in their native language where necessary. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate. Computer-based ESL programming (primarily Imagine Learning) provides additional, grade-level native language support.

New York State standards and curricula are used to plan instruction and activities in the class. The different activities are differentiated based on the students' ages, grade, level of proficiency and ability.

Our annual Summer Parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.

Spanish is the only language elective that is offered in the school.

### 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.

There is 1 ESL teacher. He receives monthly formal professional development primarily through our Network. He also receives on-demand Network level technical assistance. He and another licensed ESL teacher provide monthly professional development for the remainder of the teachers of ESL students. These monthly sessions (7.5 hours in total) are facilitated primarily on a division basis: Early childhood, Elementary and Middle School levels. The cognitive and psychosocial needs of our ELLs as they transition between early childhood, elementary, middle school and high school levels are discussed. Some of the topics include basic ELL background (including cases like Jose P), the school ELL intake process, initial language learning (phonemic awareness, phonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent developmental considerations, technology-based interventions, co-teaching, joint-ESL and classroom teacher goal-setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT, Imagine Learning reports and periodic assessment data to drive ELL instruction.

### 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?

In our school parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowldge about school events, activities and important information as well as stratgies to assist their child with homework. There are a myriad of beginning of the year activities such as the First Day Celebration, Principal Parent Breakfasts, Welcome Back BBQ, Open House in which we open our doors in an effort to proactively establish and maintain parental relations. Throughout the year there are monthly meetings with the principal in addition to monthly SLT, PTA and PAC meetings and workshops. For those who cannot come to the school our website is a vital source of information and includes a parent page, parent resources, a principal blog and language tranlsation (a quick click of the the mouse converts the entire website into a Spanish or other language site!). We partner with our CBOs such as the YWCA to provide communication with parents about many in-school and out-of-school-time events. Many of our YWCA counselors speak Spanish and since our YWCA program operates from 3-6pm on a daily basis the counselors often provide critical translation services for our parents after school hours. We evaluate the needs of our parents primarily through the DOE Learning Environment Survey. Judging by the survey results more than 90% of our parents are satisfied or very satisfied with the way we communicate with them and the overall job we are doing. We also value word of mouth reports and the administration makes extra efforts to solicit the views of our ELL parents "over the counter." Fortunately, we have multiple staff members who speak Spanish, Creole, Chineese and Arabic, allowing us to engage our parents in their native languages immediately and when they need us to without having to pay for costly translation services. There is always a staff member available to translate at meetings such as our monthly Principal Parent Breakfast. The city does not provide a breakdown to schools as to which groups of parents feel a certain way about the school but there is no reason for us to believe that the parents of our ELL students feel any differently than the 90+% of parents overall.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3	4	1	3	4	1	2	0	0	0	0	0	19
Intermediate(I)	0	0	2	1	1	0	1	1	0	0	0	0	0	6
Advanced (A)	0	0	2	1	4	1	1	0	0	0	0	0	0	9
Total	1	3	8	3	8	5	3	3	0	0	0	0	0	34

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The early literacy skills of ELLs are assessed primarily using iStation's diagnostic analysis of phonemic awareness, phonics vocabulary and comprehension. We also use Reading Street and Harcourt Story Town's unit based assessments. Early literacy is also assessed using the Performance Series and Imagine Learning program data. Imagine Learning data provides a look at each student's literacy levels through several language and comprehension building activities. Taken together this data shows an overall weakness in Phonemic Awareness for beginning ELLs but mid-range reading comprehension performance for our beginning ELLs. This data helps inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.

The data patterns across proficiency levels and grades show that within one to two years of instruction, students who were classified in the beginning level on the LAB-R achieve intermediate or advanced levels on the NYSESLAT. There are students who are proficient in Listening/Speaking, but tend to still be weak in Reading/Writing.

Based on our analysis of NYSESLAT modalities, instructional programming should focus on reading comprehension activities and activities involving the Writing Process. For students whose performance in Listening/Speaking is very weak, their instructional program should focus heavily on letter recognition, word recognition, fluency in decodable books. A secondary focus should be listening comprehension and vocabulary activities.

Our data from last year shows that all students took the NYS in English rather than their native language. They seem to be approaching the standards and can possibly even meet the standards in English rather than in their native language. This is logical since in most cases the children have not had much formal schooling in their native language. Teachers and members of the school's leadership use the data from the Periodic Assessments to create and monitor small-group targeted instruction. The information provided by this assessment informs the school of the level of progress the students are making toward the end of year goal. It gives the teacher specific feedback as to the students' strengths and weaknesses.

The success of our ELL program is determined by scores on the NYSESLAT. The movement a student makes from one performance level to another over several years is another indicator of the effectiveness of the ELL program. We are clearly focused on the students' scale score and performance level on the NYS ELA and Math exams. The imagine learning data is also extremely valuable as each week we can generate close to real-time data indicating current student mastery of objectives.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
	Principal		1/1/01

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: **23k327** School Name: **Dr. Rose B. English School**

Cluster: **2** Network: **212**

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

**Part A: Needs Assessment Findings**

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

Based on the background of our ELL population, observation of actual beginning of the year registration and a review of Home Language survey data we determine which languages are priorities in terms of translation needs for letters and communiques to parents.

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

This year, as in most recent years, by far the most dominant minority language spoken by parents Spanish (17%). This year we do however have 2 families whose primary language is Arabic and 2 families whose language is Cantonese. These findings are communicated orally in various principal parent meetings and listed in written form on our school website for all who have an interest to see and read in a language of their choice.

## Part B: Strategies and Activities

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

The school will distribute translated letters to the identified parents whose native language are spoken at home, i.e., Spanish, Arabic and Cantonese. Since the Department of Education provides translated copies of all parent letters, these letters are printed and distributed at the same time as English letters. All school specific letters are also translated into the 3 languages through translation services provided by our ESL teacher who is a competent speaker and writer of Spanish and Cantonese. Arabic translation of letters are provided by another teacher who is a competent writer of Arabic.

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.

The school will provide in-house oral interpretation services on demand for any and all parents who cannot adequately understand English or who wish a translation. Fortunately our staff includes multiple members who speak all of the languages identified in Part A above.

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>.

As per A-663 we will provide each parent whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities in the main office, the parent coordinator's office and on the school website. We will also post a sign near the school entrance in Spanish indicating the availability of interpretation services. Finally, our Safety Plan will contain 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. For example, the Safety Agents have been instructed to contact an administrator if a parent who cannot speak English attempts to communicate with the agent about a situation involving their child. Administrators will either communicate with the parent themselves (e.g., Spanish, French) or contact a staff member who speaks the language of the parent (e.g., Chinese, Arabic).

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: S 327	DBN: 23k327
Cluster Leader: Deborah Maldonado	Network Leader: Nancy Ramos
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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: 3 # of content area teachers: 3

### 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: Based on our prior year NYS ELL testing grade data, NYSESLAT modality analysis and direct observation of this year's students, our students need additional hours of direct and guided instruction as well as independent practice in speaking, listening and writing English. Students are responding well to our core technology-based programming Imagine Learning, however in order to add variety to our intervention programming we will add several proven products from the Cambium / Voyager learning group used in our general school population in previous years but recently enhanced and successfully adapted for the use of ELLs in Florida and Texas. Voyager Learning products such as Ticket to Read will be used to enhance phonemic awareness, phonics, vocabulary and comprehension while Passport will be used for individual or small group instruction. V-Math live will be used for mathematics instruction and practice. Showtime will be used for test preparation.

Students will be divided into 3 subgroups: early childhood, elementary and middle school ages in order to provide the most developmentally appropriate instructional organization while at the same time allowing for flexibility based on academic need. Students will receive English language instruction, practice, tutoring and test preparation (grades 3-8) twice per week for a total of 3 hours per week from December 2011 through May 2012. A team of 6 teachers (3 ESL and 3 CB) will implement a combination of programming including Passport Journeys, Ticket to Read, Showtime and V-Math Live. These teachers will be supervised by an administrator.

### 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:

Since professional development is critical to the success of all teachers and their students our Title III team of 3 ESL and 3 Common Branch teachers will receive weekly training for one hour each week on each of the four mentioned Voyager products (or an equivalent training of 4 hours per month). This training will be provided by Voyager Learning consultants arranged by Voyager Brooklyn Account Representative Toirey Smith and a school administrator under the supervision of the principal Dr. Stephen Appa. Topics will include using Passport Journeys, and Showtime as well as monitoring of Ticket to Read and V-Math Live programming and assessment

### Part D: Parental Engagement Activities

**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:

Parental involvement is a known contributor to academic success. Thus engaging the parents of our Title III students is an important priority. Each week from just before the program begins in December 2012 through the end of May 2013) Spanish speaking family worker Angela Rodriguez in collaboration with the parent coordinator Sherry Young will communicate directly with the parents of each Title III student participating in the intervention program. She will first communicate with the teachers to receive pertinent attendance and academic information. She will relay this information to parents through direct parent meetings and phone calls. She will also maintain a log of assistance and ensure that English and Spanish translated letters are received by the parents. The school's website will also be used to notify parents of ELL programming activities and concerns including those of the Title III program.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software		

**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.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		