



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** 32K347

**PRINCIPAL:** DR. JOHN BARBELLA

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

**SUPERINTENDENT:** MS. LILLIAN DRUCK

## 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. John Barbella	*Principal	
Jackson Farrell	*UFT Chapter Leader	
Minelly Martinez	*PA/PTA President	
Adrienna Lopez	<i>Teacher</i>	
Rita Stein	Teacher	
Alejandro Fernandez	Chairperson- Assistant Principal	
Robert Aviles	Financial Officer- Teacher	
Carmen Martinez	PTA vice President	
Carolta Martinez	PTA treasurer	
Benita Altorre	Secretary – Parent	
Wendy Alicea	Parent	
Flor Gonzales	Parent	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Major Recommendation**

One of the recommendations from our NYC Quality review from November 2011 was to increase the usage of higher level questions. Teachers will refine their teaching practices to incorporate questioning.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_ 2.4 School leader’s use of resources

\_\_\_\_ 2.3 Systems and structures for school development

X  2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- By June 2013, 80% of teachers will incorporate higher level questions in their lessons that result in student discussion by developing a deeper understanding of a research-based, common teaching framework as measured by lesson plans with Depth of Knowledge (DOK) questions and feedback reports.

**Instructional strategies/activities**

**Implementation of Goal #1:**

- Professional Development will be provided and focus on high quality Divergent and Evaluative questions that encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new deeper understandings of complex material. PD will be provided based upon these new initiatives to the teaching staff during departmental, grade and team meetings as well as after school and during the citywide PD days.
- A revised teacher evaluation tool will be designed in October by the Administration.
- Observations and walkthroughs will be conducted using the evaluation tool, Teach boost
- Teacher lesson plans will reflect the use of Hess’ Depths of Knowledge questions.
- Individual Teacher Professional Development plans will be created.
- Infuse elements of a new performance evaluation system incorporating higher level teacher questions and discussions within lessons.

**Evidence :**

- Individual PD plans for teachers
- Evidence of Computer log in the newly purchased system.
- Evidence of teacher growth during walkthroughs and observations.
- Evidence of valuable feedback from administrators after a mid-year and end-year survey is conducted with the teachers.

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of scaffolding instruction, questioning, incorporating complex text and engagement. We will hold several PDs throughout the school year with a focus on incorporating Depths of Knowledge questions in our instruction.
- Teacher teams looking at student work to improve teaching practices in all content areas.
- Professional Books and Articles based on Questioning and increasing student engagement.
- Textbook and Instructional materials purchased for all instructional areas.
- After school programs in Math, Literacy and ESL.
- Use of Instructional Coach to provide professional development in all areas, monitor our curriculum maps, be an intricate part of our instructional team, and mentor our new teachers.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal”.

**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**

One of our recommendations from our Quality Review from November 2011 was to include modifications for our Ell's and Special Education. We will include these modifications when developing our maps and units.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- By June 2013, develop and implement two new units of study in ELA and Math and revise the unit from the previous school year. Both sets of units are aligned with CCLS as evidenced by completed student performance tasks in Mathematics and English Language Arts.

**Instructional strategies/activities**

**Implementation of Goal #2:**

- The administration along with coaches and subject area teachers will evaluate and revise one unit of study in ELA and one in Mathematics to include the NYC initiatives in all grades
- Teachers and administrators will meet with the coaches to create units of study in ELA and Math throughout the school year during department meetings, common planning and teacher team meetings.
- Teachers will plan lessons for the newly created units of study in both ELA and Math.
- Continuous assessments will be conducted in both subject areas to assess the students' knowledge of subject matter and standards before, during and after the unit of study has completed

**Evidence:**

- 85% of students passing ELA in all grades and 90% passing mathematics for the school year 2012 - 2013
- Meeting minutes and agendas
- Completed units of study (one for ELA and one for Math) incorporating the city initiatives for ELA and Math.
- Focused Walkthroughs and observations of teachers.
- Teacher lesson plans.

**Budget and resource alignment**

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- 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 school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Instructional leads along with grade level teachers will create maps based on the new instructional citywide expectations.
- Curriculum maps will be reviewed by each subject department upon completion.
- CFN achievement coaches will provide feedback as revisions are made.
- Student work will be analyzed as to monitor and revise instruction to meet the needs of the students throughout the school year.

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

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

**Major Recommendation**

One of our recommendations from our Quality Review from November 2011 was to include modifications for our English as a Second Language and Special Education. IS 347 will focus on both of these populations and monitor their progress.

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- By June 2013, students with disabilities will demonstrate improved organizational writing as evidenced by 5% increase of the students showing progress of at least one performance level on the end year Writing Matter's assessment as compared to the opening baseline assessment.

**Instructional strategies/activities**

**Implementation of Goal #3:**

- For each unit of study, teachers will receive Professional Development from the Literacy/IEP Teacher or the Writing Matters Coach. (Units of Study: Mastering the Essentials, Response to Literature, Editorials, Feature Articles, Poetry, and Short Fiction)
- The Literacy Coach will meet with teachers on a one to one basis if necessary to plan lessons, scaffold instruction, and provide demonstration lessons
- Teachers will track their students on the Writing Assessment Tracker beginning with the Baseline Assessment, final pieces of each unit of study, interim assessments, and end of year assessments.
- Teachers during teacher teams, common planning and departmental meetings will look at student work and discuss progress, strengths, gaps, and next steps.
- Improve organizational writing for SWDs through the implementation of the Writing Matters program across all grades
- Writing Matters Coach, Literacy Coach, and Department Supervisor will conduct walkthroughs to observe implementation of literacy strategies and scaffolding of instruction.
- Teachers and Literacy Coach will revise curriculum as needed
- Writing Matters Coach will follow-up with teachers on a need to need basis.

**Evidence:**

- Continued Student Progress on the Tracker for ELA
- Increase in Student report card grades throughout the school year in ELA
- Teacher team minutes

**Budget and resource alignment**

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

X Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

We have an after school that is three days a week for two hours each day. One teacher works and one supervisor also.

Teacher Per Session = 3 sessions X 2 hours X 22 weeks X 5 teachers X \$50.19 = 33,332.75

Supervisor per session = 3 sessions X 2 hours x 22 weeks X 1 supervisor X \$52.52 = \$6,932.64

School aide = 2 sessions X 2 Hours X 12 weeks X 17.44 = 837.12

Supplies =

Extended Learning time - \$25,000 for computer program and afterschool program

Professional development sessions during the regular school day - 4 half day sessions X \$1,000 = \$4,000

Opening assessments will be given to establish a baseline for improvement. At the end of the program a final assessment will be given to measure growth.

#### **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).
- The Writing Matters staff developer works with the teachers and Literacy Coach weekly on PD and program implementation and to track student performance.
- ELA teachers will monitor student growth using a data tracker for all units and performance tasks given during the school year 2012 -2013
- Teaching Matters Grant for the Mathematics will provide our mathematics teachers with support in creating maps.
- Tax Levy Funding for teacher salaries and per session money for PD's provided after school if needed.
- Title I funding for teacher salaries and for Literacy Coach and Administrative salaries to monitor teacher practices.

**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**

One of our recommendations from our Quality Review from November 2011 was to continue to improve our P.B.I.S. system.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

By June 2013, 95% of our teachers will incorporate our PBIS program in order to achieve a positive school culture. To enhance the current P.B.I.S. system incorporating student, teacher and parental input to increase the value of the program.

**Instructional strategies/activities**

**Implementation of Goal #4**

- An initial PBIS assembly will be conducted in all three grades in September.
- Administrators will conduct walkthroughs to find evidence of PBIS being utilized in classrooms by the teachers.
- The PBIS committee will be chosen and this team will meet to discuss the program's effectiveness and to plan assemblies, purchase prizes and to make changes needed as per student advisory committee input.
- A student advisory committee will be selected and will monitor the program according to student findings about the program.
- The student advisory committee will meet on a monthly basis.

**Budget and resource alignment**

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

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

- The school will provide assembly programs to familiarize our students with the PBIS program
- All students identified will participate in the Writing Matters Program to increase writing skills needed across the content areas and that have been established as part of the overall instructional program and to help with increasing academic performance for these students.
- Assemblies will be conducted throughout the school year to promote academic success amongst all of our students.

**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**

Based on our analysis of our school survey data, we decided to focus on increasing our parental involvement.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- By June 2013, there will be a 5% increase in the number of parents attending parent related activities, such as ESL classes, parent trips and parent teacher conferences.

**Strategies to increase parental involvement and engagement  
Implementation of Goal #5**

- Workshop for parents who are new to the community and/or country to inform the parents about their child’s instruction will be offered by our Parent Coordinator.
- Meetings are scheduled regularly by the school to inform the parents of the happenings within the school and their child’s program.
- Parent surveys will be distributed to address the needs of our parents.
- Parent retreats will be planned to offer our parents the opportunity to attend workshops.
- Workshops are held from Monday to Thursday to include E.S.L and Computer skills.

**Budget and resource alignment**

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

Other-describe here: \_\_\_\_\_

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       \_\_\_\_\_

2 workshops for our parents X \$ 700.00  
1 Workshop for our parents X \$600.00  
Refreshments and food supplied for our parent meetings ( 3 times) = \$1,000  
Supplies for our parents and Parent Coordinator = \$2,612.00

**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).

We will provide opportunities for our parents to come to the school for workshops. The parents will be given a choice of workshops to choose from. Once the topics

are chosen , our parent coordinator will help facilitate these workshops. A consulting company will be hired to provide the workshops. Surveys will be filled out at the end and parents will be able to comment on future workshops.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Push in and Pull out teachers	Small Group Instruction	Before and after school PI periods during the day
Mathematics	Push In	Small Group Instruction	Before and after school PI periods during the day
Science	Push in	Small Group Instruction	Before and after school PI periods during the day
Social Studies	Push in	Small Group Instruction	Before and after school PI periods during the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Group Counseling	During the day

### **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.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.
  
- In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In order to achieve the goal we will provide our current staff members with the following:

- Professional development surveys to assess the needs of our staff
- Professional development will be offered abased on the wants of the teachers
- Mentors are assigned to support struggling and un-qualified teachers
- Constant feedback is given to all staff
- Professional development plans are completed and updated as needed

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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>Charles Amundsen</b> <b>Daniel Purus</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>347</b>
School Name <b>I.S 347 School of Humanities</b>			

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

Principal <b>Dr. John Barbella</b>	Assistant Principal <b>Alejandro Fernandez</b>
Coach <b>Catherine White</b>	Coach <b>Ivellise Vega A.I.S for Ells</b>
ESL Teacher <b>Lauren Keenan</b>	Guidance Counselor <b>Christine Bradley</b>
Teacher/Subject Area <b>Yacelys Mendez/MATH</b>	Parent <b>Yashika Jeffries</b>
Teacher/Subject Area	Parent Coordinator <b>Henry Baez</b>
Related Service Provider	Other <b>type here</b>
Network Leader <b>Daniel Purus</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</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>502</b>	Total Number of ELLs	<b>110</b>	ELLs as share of total student population (%)	<b>21.91%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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. 

Paste response to questions 1-6 here Upon arriving to I.S 347 A newcomer student and parent are interviewed by the ELL (certified in Bilingual) coordinator Ms. Vega . The HLIS Is then given to the parent to determine language or languages spoken at home. The ELL coordinator Ms. Vega helps the parent complete the HLIS. The parent then meets with the parent coordinator Mr. Baez or our Counselor Mrs. Bradley and watches a video in which they can see what Ell program is best for their child. They also determine if I.S 347's Ell program is the best option for them. The parent then complete a survey to request a program for there child. If they decide to go to another school the parent coordinator assists them in their research. We have one class per grade that caters to new comers . The student is then placed in the appropriate setiting. The student is then given the Lab-r in English and their native language is available. The assesment is reviewed and we can have an idea of the students level.

To continue our recognition of Ell's the Ell Coordinator Ms. Vega run's an R-Lat and RYOS report to ensure that we have not missed any ELL that is in our school. We then give them a Continued Entitlement letter to inform their parent if they are eligible to receive services. We also then can determine NYSESLAT eligibility for the spring. A copy of the Survey's and Entitlement letter are kept by Ms. Vega. The original Survey is filed away in the students cumulative folder.

If we are in need of a translator we often set appointments for our students especially when they are administered state tests. In the past we have hired them for parent conferences if needed. We use a company called L.I.S Translations.

I.S 347 is located in Bushwick, Brooklyn. It has a total of 502 students of which 110 are Ell's. The Ell's make up 21.91% of the student population. They are serviced through a Freestanding E.S.L program that is in compliance with all Part 154 and Title III regulations.

Our freestanding ESL program serves one hundred ten (110) students. We have three teachers in the E.S.L program. E.S.L is an integral part of our school. Our E.S.L programs has 3 E.S.L certified teachers. The amount of time dedicated to each student is dictated by the proficiency levels of the students. In addition to our E.S.L teachers we have various A.I.S teachers who work with our SIFE students. They work directly with the teacher as a Push-In assistant. In other exceptional cases they pull-out students in a reading lab that is fully equipped with materials to assist Ell's that are way below their academic levels.

#### Parent Orientations

In addition to the first parent orientation meetings are held regularly by the school. The principal, assistant principals, parent coordinator and E.L.L coordinator are usually present to inform parents of curriculum and school issues. We find that the majority of parents have decided to stay in I.S. 347 in the E.S.L program... Our Freestanding E.S.L program has also proven to be successful with our parents since they know they will get the support both they and their child need. Our ELL coordinator also ensures that parents receive forms such as Parent Survey's and Parent Selection in a timely fashion. These forms are provided in the language of the home (if available). Both the E.L.L and parent coordinator have regular meetings and telephone conversations to assist the parents. Our goal

at I.S 347 is to provide our Ells with quality education. Together with the help of our parents we are working towards that goal.

## 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	To t#
<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	1	1					3
<b>Push-In</b>							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	3	3	3	0	0	0	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	14
SIFE	24	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	33

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	33	24	3	44		8	33		3	110
Total	33	24	3	44	0	8	33	0	3	110

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

### C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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	0	0	0	0	0	0	0	0	0	0

**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:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							33	32	40					105
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## 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
Albanian														0
Other							1	1	1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>33</b>	<b>42</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>110</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

In our school we have a freestanding E.S.L program. We have 26 beginners, 32 intermediate, and 52 advanced students as noted in the NYSESLAT exam. Our ESL teachers serve these students utilizing a push-in model. Ells are also pulled out on a need basis during content areas, such as mathematics by the E.S.L teacher. Beginner and intermediate students received a minimum of eight periods of ESL a week. Advanced students receive a minimum of four ESL periods a week. They also receive 4 periods of E.L.A

We have delienated a new plan this year to meet the needs of our Ells. Below is a list of resourses that are already in place for our Ells .

Plan for SIFE students:

Students that are SIFE receive additional assistance during our extended time in the morning. They also are assisted by Teachers who work with A.I.S students such as Ms. Alice Mitilineos who is a reading specialist and Ms. Vega who is a Bilingual Teacher. At times these teachers Push-in or Pull-out depending on the nessecities of the students. In addition to the A.I.S teachers we also have computer programs called Achieve 3000 (which is available in Spanish also) and ELLIS. Our Title Afterschool program (that starts in November) will also address the Ells' needs.

## A. Programming and Scheduling Information

We also have Team Teaching in Social Studies which has assisted students in both E.S.L and in the content area curriculum. At times the E.S.L teacher starts the lesson by introducing vocabulary using E.S.L methodologies . The content area teacher proceeds with the lesson while the E.S.L teacher uses differentiated instruction to assist the Ells. All E.S.L teachers use the Q-Tel, Excell, and other programs that have proven succesful. In addition Thursday mornings a team of ELL teachers meet to discuss and practice E.S.L strategies. There are also books available in other languages such as Arabic and Spanish. Students are able to read these books during independent reading. Content area books are also available in Spanish. The student can read and compare in both languages. Cognates are frequently used in the content area to facilitate language acquisition. Using diverse strategies have proven succesful especially for the students who have only been in the United States for one year and have to take examinations such as the E.L.A.

### Plan for Long Term Ells

Students that are long term Ells are a concern for us. We have included them in our Title III program to give them additional help in test-taking skills, reading, listening and writing. Our computer based program ACHIEVE 3000 also caters to the needs of advanced students. During the day we have a Reading Specialist who has a class called "Reading Skills". Ms. Mitilineos has been able to see progress with some of our Long-term Ells. In addition to teachers we also have resources that are readily available for our Ells. We have Dictionaries in the languages of most of our students, encyclopedias and a full equipped library that meets the needs of our Ells. As for our Ell's -(Swd) we use our push-in model. We have a teacher that provides services in their classroom. The teacher is able to coloborate with the content area teacher so it doesn't interfere with instruction. The teacher utilizes methodologies that ensure that they are provided with acquisition of language. These (Ell-Swd) are also able to participate in gym activities, computer lab, and Foreign Language integrated with the rest of the school population.

### Courses Taught in Languages Other than English ⓘ

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

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

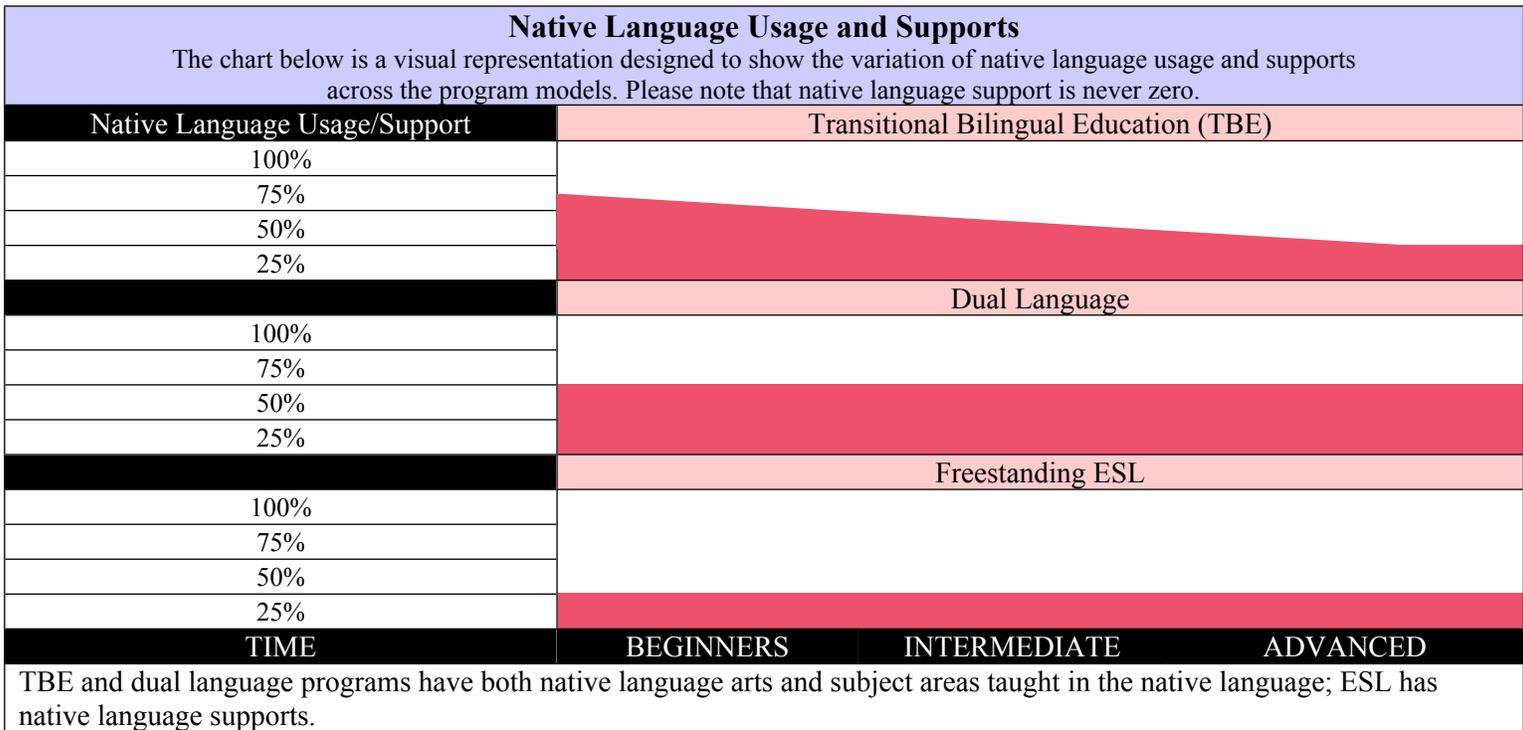
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				
Foreign Langage	French and Spanish			

### 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

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



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

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

Paste response to questions 8-17 here

The school will measure student performance of Ells in a variety of ways. The multiple measures will include the required City and State tests, commercial subject area progress indicators such as Mcgraw Hill Predictives ,Aris, Interim Assessments, documented teacher observations, classroom performance assessments as per subject standards, and multiple forms of portfolio assessment tools. All of the assessment measures that will be used are aligned to the NYS/NYC standardized tests. The school will also continue to use Literacy and Math resources such as Scholastic and Achieve 3000 to meet the needs of the Ells.

Students who have passed the NYSESLAT will continue to receive extended time for periodic and State assesments. In addition in some cases when a student has passed the NYSESLAT but still needs extra support, we have made accomodations so he/she can succeed. He is able to meet with his former E.S.L teacher and in some cases continue within the class.

The Language Assessment Battery Revised (LAB-R) will be used on an ongoing basis, for new entrants whose home language is other than English, to identify potential Ells. All current Ells will take the New York State English as a Second Language Achievement Test (NYSESLAT) in May to measure students' progress in developing English language proficiency and to determine continued eligibility for participation in the schools' ESL program. In addition our Title III after school program will concentrate on assisting students in achieving academic excellence. For our after school program we are proposing a program that targets specific E.S.L needs such as language acquisition and remedial reading and writing for our SIFE students. Our program will also address specific needs of Ells who have been receiving services for a number of years and still haven't been able to pass the NYSESLAT. We will be working with all Ells in grades 6-8. We will be using the Achieve 3000 program and other programs that will be useful to our students. We will have three certified E.S.L teachers who work with our students. Our program will be three times a week for the duration of approximately 15 weeks starting in the first week of November of 2011 and ending in the middle of March right before the NYSESLAT.(pending budget constraints) The language of instruction will be English.

For additional support we have an experienced administrator (certified in Bilingual education) that organizes and mentors the teachers who are working with the English language learners. This supervisor will also continue his work in the after school programs. He will work with the specific Ell population. Our goal is to assist both teachers and students of Ells.

In addition to the regular classes Ells are able to receive Spanish, French, Art or Talent. They are also able use the computer lab in which various programs are already in the computer. In addition the parent coordinator (Mr. Baez) meets with all the parents of Ells to continually lend them support. He also serves as a liaison between parents, teachers and students, especially at the beginning of the school year. The Ells are well supported.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

Paste response to questions 1-3 here

We as a staff work together to establish an equitable curriculum for our Ells. We have received training from an Achieve 3000 specialist . The specialist has trained our teachers and support specialist to use the program and target our Ells as well as our regular school population. Members of our administration and staff are also in partnership with other schools. We have the opportunity to visit other schools and see other teaching models. In the past some of our staff members that work with Ells have had the opportunity to receive Q-TEL (Aida Walqui)and Excell (Margarita Calderon) training. Both our E.S.L teachers and administrators have attended conferences(TSOL) that have helped the school familiarize themselves with E.S.L methodologgies such as the ones from Virginia Rojas. The organization of ASCD has also provided Mr.Fernandez (A.P for Ells) with an extensive 5 day E.S.L training during this past summer. Our parent coordinator and Guidance counselors also receive current trainings that are then turn-keyed to the staff.

The diverse trainings and workshops that we have been part of have given us the opportunity to work closely as a staff. On school professional development days we work together to develop lesson plans that suit our Ells. Rigorous test practice skills and the concentration of all ELL learning modalities have been our pursuit. We have also adjusted the teaching programs so that our teachers have the opportunity to work closely and plan accordingly.

In addition the School Leadership meets on a continual basis. This team ensures that the needs of the teachers and students are met. Concerns are discussed and planned. Parents and teachers are involved in decision process.

In addition our guidance counselor work with our Ells who are transitioning into High School. He comes into the classroom, meets with parents and researches the high schools that have good programs and cater to the needs of Ells. The teachers also help in this process. Our curriculum also touches on work that will be covered in high school.

On specialized Staff Development days there are always sufficient training and time dedicated to ELL training. In addition on Thursday mornings we have ELL teacher teams. These teacher teams research methodologies and practical ways of teaching our Ells that they later share with the rest of the staff.

### **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?

Paste response to questions 1-4 here

Once a child has been identified as an ELL from the Home Language Survey, all parents are invited to an initial parent orientation where the parent is interviewed by the ESL coordinator. The parent coordinator also holds a workshop for parents who are new to the community and/or country to inform the parents about their child's instruction, and the various programs offered to the students within the NYC public school system. The parent helps to make the decision about which program would best meet their child's needs. The programs of the school are then presented to the parent and if the parent feels that the school doesn't have a program that would benefit their child, they are offered an alternate placement. In addition to the first orientation meeting, meetings are scheduled regularly by the school to inform the parents of the happenings within the school and their child's program. The administration and parent coordinator are present at these meetings to inform the parents of the curriculum and various school issues. Together, we work with the parents to provide all students with quality educational programs that meet the needs of the students.

School trips are planned such as the (Getaway Camp) so that students and parents have the opportunity to enhance their learning. Trips have become a vital part of our teaching since students are exposed to the theatre and other cultural experiences.

## 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)							10	9	7					26
Intermediate(I)							5	9	18					32
Advanced (A)							20	15	17					52
Total	0	0	0	0	0	0	35	33	42	0	0	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							8	4					
	I							1	3					
	A							15	21					
	P							11	5					
READING/ WRITING	B							9	5					
	I							7	13					
	A							17	12					
	P							2	3					

### NYS ELA

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		11		8		1		22
7	18		18		3		0		39
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- 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.

Paste response to questions 1-6 here

**Analysis of NYSESLAT Scores**

Our students showed substantial growth in each of the four modalities assessed in the NYSESLAT. The former seventh grade students showed an overall increase of 81%. The former sixth grade students showed an 87% increase. Each modality was analyzed to evaluate the strengths and weaknesses based on the progress between the NYSESLAT scores from 2010 and 2011. The results were analyzed by grade level to note effective strategies used for the former seventh grade students and to explore those modalities in which gains were not as significant. The implication of these trends will help us modify instruction to make improvements for this year.

Former 7th Grade (See Chart A)

**Strengths**

The largest increase of the former seventh grade students was in the speaking subtest of the NYSESLAT. These students showed a 93% increase in speaking. This growth may be attributed to the current Freestanding ESL program. These students were previously in a Transitional Bilingual Program. In this program students were in the same class with other native Spanish speakers. This program strongly supported content area instruction through their native language, but students were not integrated with non-Spanish speakers. Our previous year's analysis did not show as much growth in speaking. Speaking was the second weakest area in the analysis of the progress of 2009-2010. Through the Freestanding ESL program, English Language Learners were integrated with non-ELLs. This has encouraged students to speak in English and as a result has shown drastic improvements in the speaking subtest. During the ESL/ELA period, there was a great focus placed on group work to encourage collaboration and speaking in English within the group. Students were also required to participate in presentations and were taught the skills necessary for a successful presentation. Students also presented information on an individual basis through book talks which helped increase their level of comfort with the English language.

The writing subtest showed the second greatest increase. The students showed a 79% increase in writing. This can be credited to the collaboration done between the ESL and ELA teachers. These teachers worked together during common planning to implement strategies for the ELLs. There was a strong emphasis on writing throughout the curriculum, particularly with respect to creating outlines for essays and writing strategies for essays. Students wrote in journals on a daily basis. These practices as a whole seem to have shown improvement in an area that was the weakest in the prior year's analysis.

#### Weaknesses

The lowest increase of the former seventh graders was in the reading subtest. The average increase of the students was 71%. Although this is still a significant increase, this year the current eighth grade teachers should focus on reading strategies to help these students with this modality. ESL strategies need to be used throughout the content areas to help students improve for next year.

Students showed a 74% increase in listening. Although this is a significant increase, teachers still need to continue to use strategies to assist students to improve their listening skills. This can be done by practicing effective note taking strategies and practicing them throughout the year. Teachers also need to use effective questioning techniques to encourage higher order thinking skills. Teachers should continue to use read alouds. More time should be used during instruction to explicitly teach vocabulary, using research based strategies for vocabulary development. English Language Learners need more exposure to Tier 2 words, particularly because many of them are not exposed to English in their home.

#### Former 6th Grade (See Chart B)

#### Strengths

The largest increase of the former sixth grade students was in the speaking subtest of the NYSESLAT. These students showed a 90% increase in speaking. In collaboration with the seventh grade teachers, during the ESL/ELA period, there was a great focus placed on group work to encourage collaboration and speaking in English within the group. Students were also required to participate in presentations and were taught the skills necessary for a successful presentation.

The reading subtest showed the second greatest increase. These students showed an 80% increase in reading. These students were part of a pilot program for the Elements of Literature Curriculum purchased by the school with a supplemental component for English Language Learners. The ESL teacher worked in collaboration with the ELA teacher to use these resources, in addition to research based ESL strategies, to ensure that all students' needs were met. This curriculum also provided differentiated texts which ensured that all students were challenged, regardless of their proficiency level in reading.

#### Weaknesses

The lowest increase of the former sixth graders was in the listening subtest. These students showed an overall 70% increase. Although this is a significant increase, there needs to be a focus this year to enhance this skill this year. This trend is similar to the trend noticed in the former seventh grade students. These teachers can work together to discuss effective note taking strategies and use them throughout the content areas. Teachers also need to use effective questioning techniques to encourage higher order thinking skills. More time should be used during instruction in all content areas to explicitly teach vocabulary, using research based strategies for vocabulary development. English Language Learners need more exposure to Tier 2 words, particularly because many of them are not exposed to English in their home.

The students showed a 73% increase in writing. This year the ELA teachers are going to continue using the Elements of Literature curriculum. They are also implementing the Writing Matters curriculum to enhance these students' writing skills. There is also a strong focus on writing throughout the content areas. For example, in their math classes, students will write in journals to complement the writing they are doing in their ELA class. Students will also complete three benchmark assignments throughout the school year to increase their familiarity and ability to create explanatory texts.

## NYS Mathematics State Test and ELLs

### Data Analysis

Yacelys Mendez

IS 347

Data used for this analysis was extracted from ATS and ARIS to Measure English Language Learners Math Proficiency. Currently, 110 of our students, which is approximately 20% of our school-wide population, are designated as ELLs. Students who were formerly enrolled in the English as a Second Language (ESL) Program, are now being serviced in our ELLs classes.

Chart 1. shows the English Language Learners Class Enrollment

Chart 1. ELLs by Class

Class	Number	% of Student Population
6	32	30.5
7	29	27.6
8	42	41

## Our Mathematics Program for ELLs

Our Mathematic Program for ELLs establishes a comprehensible alignment with Standards and Assessment, is consistent, and includes Higher Order Thinking, and incorporates the use of Cooperative Learning. During the school year, administrators, teachers, coaches, and the ELLs teacher team, record and follow students' achievement during the academic year by looking at and evaluating the performance of ELLs and non-ELLs.

Our Mathematics curriculum for ELLs, includes parallel Curriculum (similar learning practices carried out by mainstream students) but with ESL research based strategies. The program begins with a comprehensive evaluation of students, including formal pre-assessment, informal observation, analysis of student characteristics for language, and computation abilities. Based on this assessment and standardized test scores, students are then divided into groups. These groups receive appropriate differentiated assistance and a teacher-created instructional plan to help each group develop skills at its proficiency level. This instructional plan includes

(a) an integrated, disciplinary curriculum,

- (b) instructional strategies ,and
- (c) a culture component integrated across the curriculum.

The integration of English Language Learners culture in the curriculum is an essential feature of our program. Based on the analysis, Push in and Pull out programs are created to assist the ELLs more effectively.

In our ELLs Teacher Team we do reciprocal exchanges among teachers who teach the same content area, and interdisciplinary units. We discuss ways of implementing effective methodologies (peer tutoring, cooperative learning, use of manipulatives, and curriculum supplements). Curriculum supplements include Spanish Math Terms –Cognates and Mathematical Operations.

At the beginning of each unit the students are taught a unit of mathematics using one of the four methodologies, and then are given a post-assessment. Following the completion of the units, teachers review the lesson plans and evaluate them to assess the realistic implementation of the lessons. These findings are discussed at Teacher Team Meetings..

Our ELLs Mathematics Program also includes the use of Technology and Internet based programs (Carnegie) to reinforce students' learning and to enhance and broaden their learning experiences.

#### The Mathematics Pass Rate of English Language Learners for 2010-11

##### Former 6th grades

88.9% of our former 6th graders performed at a Level 2 or above in the NY Mathematics State Test in May 2011. It is important to note that of those students who scored a Level 1, 7.5% were students with IEP, 4% had excessive absences, 45% made more than one year's progress based on their proficiency level, while 15% maintained their previous proficiency level.

##### Former 7th graders

56% of our former 7th graders performed at or above proficiency level on the NY Mathematics Standardized State Test in May 2011. We should take into account the fact that of the remaining 44% with a Level 1, 10% were students with IEPs, 20% had excessive absences, 14% were considered SIFE, and 45% out-passed their previous proficiency level.

#### Comparison of the Mathematics Average Performance Level of English Language Learners for 2009-2010 and 2010-2011

With this data the school has been able to make significant progress. Parents are given progress reports. The School Leadership team also gets insight and discusses what works and what doesn't work for our students. At these meetings teachers are able to suggest strategies and plans are developed and revised to better service our students.

Large empty rectangular area for additional information.

**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 ad

**Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. John Barbella	Principal		1/1/01
Alejandro Fernandez	Assistant Principal		1/1/01
Henry Baez	Parent Coordinator		1/1/01
Lauren Keenan	ESL Teacher		1/1/01
Yashika Jeffries	Parent		1/1/01
Yacelys Mendez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Catherine White	Coach		1/1/01
Ivellisse Vega	Coach		1/1/01
Christine Bradley	Guidance Counselor		1/1/01
Daniel Purus	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:** \_\_\_\_\_ **School Name:** I.S 347 School of Humanites

**Cluster:** \_\_\_\_\_ **Network:**

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

**Part A: Needs Assessment Findings**

---

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

Our parent coordinator together with our ELL coordinator interview the parents and assess their language needs. In addition regular meetings are held to ensure that our parents are acquainted with the school and they can freely discuss language issues.

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

The languages spoken by are parents are Spanish (majority) 2 Arabic and 1 Tibetan. As previously stated periodic meetings are given by the parent coordinator.

## Part B: Strategies and Activities

---

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

Spanish translated copies of school policy and notices are given. Tibetan translations are not available as of yet, however the parents are informed. Our one arabic parent speaks and is able to communicate in English.(and actually prefers English)

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.

For state examinations we do hire interpreters and translators to assist us with the students. Teachers also request their translation assistance. Staff, Parent Coordinator and ELL Coordinator are readily available.

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>.

Since our majority of parents speak Spanish the Translation and Interpretation Unit is used on rare occasions. We mostly utilize in-house translators from our staff. However for our Community Education Council meetings we do request their assistance. As mentioned before we hire translators from L.I.S to meet our other language needs.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: I.S 347	DBN: 32K347
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

### 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:

Our students receive direct supplemental instruction in an afterschool ESL program. Our after school program targets specific E.S.L needs such as language acquisition, remedial reading and writing for our SIFE students. Our program also addresses specific needs of ELL's who have been receiving services for a number of years and still haven't been able to pass the NYSESLAT. Our afterschool program serves students in grades 6th to 8th. Our program utilizes Achieve 3000 to create an individualized plan for our ELL students. One E.S.L teacher works with 30 students. Our program meets three times a week for the duration of approximately 15 weeks, starting in the first week of November and ending in the middle of March right before the NYSESLAT. Instruction will be delivered by a New York State Certified ESL teacher.

For additional support we have an experienced Bilingual certified administrator that organizes and mentors the teachers who are working with the English language learners. This supervisor will also continue his work in the after school program.

### 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:

Our staff works together to establish an equitable curriculum for our ELL's. Our E.S.L teachers will attend professional staff development workshops, such as; Brain Research : Keeping ELLs in Mind, and Common Core Learning Standards and ELL curriculum in November. This sessions and others will help our ESL teachers learn how to implement scaffolding strategies into their pedagogy to assist our struggling students.

The diverse trainings and workshops have in the past given us the opportunity to work closely as a staff. On school professional development days we work together to develop lesson plans that suit our ELL's. Rigorous test practice skills and the concentration of all ELL learning modalities have been our pursuit. We have also adjusted the teaching programs so that our teachers have the opportunity to work

**Part C: Professional Development**

closely and plan accordingly.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

The parent coordinator holds a workshop for parents who are new to the community and/or country to inform the parents about their child’s instruction, and the various programs offered to the students within the NYC public school system. In addition to the first orientation meeting, meetings are scheduled regularly by the school to inform the parents of related events within the school and their child’s program. The administration and parent coordinator are present at these meetings to inform the parents of the curriculum and various school issues. Together, we work with the parents to provide all students with quality educational programs that meet the needs of the students. There are workshops held from Monday to Thursday that include E.S.L and Computer skills. The parent coordinator (Henry Baez) is the instructor for these programs. The Coordinator contacts the parents by telephone and sends out notices. The workshop sessions start in October and conclude in May. The topics are: ESL-Mondays and Thursdays, Computer Skills- Tuesdays and Fridays, and New arrival ELL orientation as needed.

School trips and Jazz festivals are planned so that students and parents have the opportunity to enhance their learning. Trips have become a vital part of our teaching since students are exposed to the theatre and other cultural experiences.

**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</li> </ul>		

**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.
and curriculum development contracts.		
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 (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		