



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: GENERAL D. CHAPPIE JAMES MIDDLE SCHOOL OF SCIENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K634

PRINCIPAL: KIERSTEN WARD **EMAIL:** [KWARD7@SCHOOLS.NYC.GOV](mailto:kward7@schools.nyc.gov)

SUPERINTENDENT: AINSLIE CUMBERBATCH

10-04-2013

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 |
|-----------------------|--|-----------|
| Kiersten Ward | *Principal or Designee | |
| Karin Mitchell-Parker | *UFT Chapter Leader or Designee | |
| Reginald King | *PA/PTA President or Designated Co-President | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| SherryAnn Farrell | Member/Parent | |
| Stuart Heffer | Member/Teacher | |
| LaToya Watson | Member/Parent | |
| | Member/AP | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

** 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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
“To enhance staff development so that the connection between discussion of practice and effective classroom instruction is seamless.” (QR 11-12, p. 6)

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 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2013, administrators will provide all 6-8 grade teachers with 8 short frequent observations using a researched based rubric; Danielson’s Framework for Teacher Effectiveness, as evidenced by providing teachers with timely and specific written feedback on their teacher practices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups

Using Danielson’ Framework for Teacher Effectiveness, administrators will conduct 8 short, frequent observations and provide timely feedback to teachers in the following competencies- (1e) Designing Coherent Instruction (3b) Using Questioning and Discussion Techniques and (3d) Using Assessment in Instruction. Administrators will debrief with teachers during prep periods and meet with them to identify strengths, challenges and set individualized goals. Feedback will be housed in a binder to track each teacher’s growth over the course of the year and inform next steps. Professional Development will be aligned to teacher needs. An AUSSIE consultant will provide teachers with additional feedback aligned to Danielson’s Framework. The AUSSIE will also schedule opportunities for teachers to meet and debrief, share best practices and conduct in-house intervisitations. Teacher teams will meet once a week to discuss and evaluate student work, unit performance tasks and analyze classroom data to inform curriculum and instructional decisions.

- b) key personnel and other resources used to implement these strategies/activities,

Administrators, AUSSIE consultant, Teacher teams

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

All teachers will be given PD in Danielson, receive 8 informal observations with timely and specific written feedback.

d) timeline for implementation.

Each teacher will receive 4 informal observations by mid-year review at the end of January 2013 and will have a minimum of 8 short observations aligned to the 3 selected Danielson components by June 2013. Each teacher will also have individual data conversations with administration to identify areas of strength, challenges and inform teacher goals

Budget and resource alignment

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

• Budget for AUSSIE 8 days x \$1174 = \$9392.00

An AUSSIE consultant will provide teachers with feedback aligned to Danielson's Framework. Program budgeted for November thru June

• 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: Title I Priority Funds

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).

Title 1 funds will be used to pay for AUSSIE consultants as well as Tax levy Fair Student Funding. ARRA RTTT City-wide Instructional Expectations funding will also be used to provide teacher with additional Professional Development after-school and on selected Saturdays. Tax Levy FSF will be used to cover personnel during the day for teacher debriefs.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Develop coherence and alignment in the school’s curriculum across the grades and subject areas to meet the instructional needs of students.” (QR 11-12, p.5)

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.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 3.5 Use of data and action planning

Annual Goal #2

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

By June 2013, all students in grades 6-8 will experience a minimum of 4 units of study aligned to Common Core Learning Standards, as evidenced by tasks, classroom observation, teacher-team collaboration and rubrics to evaluate student progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

Schedules were created to incorporate common prep opportunities for teachers to meet, collaborate and plan together. An SBO was done at the start of the school year to add teacher teams to weekly schedules where all teachers are free at the same time. Departments and grades alternate week to week to meet together to plan curriculum, share unit assessments and discuss student work. Administrators, Network liaisons and AUSSIE consultant will facilitate PD around the ideals of UBD 2.0, components of unit plans and to provide feedback and support to teacher’s unit plans. Teachers will take student needs into account when designing units of study to provide multiple points of entry. Teacher teams will meet once a week to discuss and evaluate student work, unit performance tasks and analyze classroom data to inform curriculum and instructional decisions. The after school program (Brienza: Educational Consultant) will provide remediation when necessary to ensure that students have the foundations necessary to access more complex content utilizing results from Achieve 3000 and teacher made assessments.

- b) key personnel and other resources used to implement these strategies/activities,

Administrators, an AUSSIE consultant, teacher teams

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

All teachers will align units of study to the CCLS and all units of study will be designed using UBD and incorporate and standards-based unit assessment.

d) timeline for implementation.

By January 2013, all teachers will have completed a minimum of 2 units of study aligned to CCLS using UBD methodologies. By June 2013, all teachers will have completed a minimum of 4 units of study aligned to CCLS using UBD methodologies.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Brienza After school (educational consultant) = 22 hours X 2 Teachers X \$50 .
 - Achieve 3000 174 Students x \$23.24= \$4043
 - AUSSIE 8.5 days x \$1174 = \$10,000.00
- AUSSIE consultant will facilitate PD around the ideals of UBD 2.0, components of unit plans and to provide feedback and support to teacher's unit plans. Program budgeted for November thru June
- 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: Title 1 Priority**

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).

Title 1 and Tax Levy funding will be used to pay for AUSSIE consultants. Title 1 Priority moneys will be used purchase Achieve 3000 for the entire school to diagnose reading levels, give students additional interventions in decoding and comprehension. Priority money will also be used to provide students with after school remediation services (Brienza: Educational Consultant) in addition to their regular content areas.

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Promote greater stability in the use of classroom-level data to differentiate goal setting so that all lessons are rigorous and engage groups of students at their level.” (QR 11-12, p. 5)

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

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

By June 2013, teachers in grades 6-8 will use data from various assessments to make instructional decisions that are aligned to Common Core Learning Standards and student need, in order to increase levels of proficiency in ELA and Math by 3% as evidenced by the ACUITY ELA and Math exams.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

Data Inquiry Teams will be comprised of 7 teachers who meet once per week after-school to analyze classroom and school-wide data, look at subgroups and make instructional decisions based on the data. Artifacts such as 6-week instructional plans, student data days templates and item skills analyses will help guide and inform the work of the data team to ensure growth for all students. Diagnostic and Benchmark Assessments will be customized on Acuity and used to track student mastery of standards and inform next steps in curriculum, instruction and assessment. A school testing schedule helps inform curricular decisions in preparing students for upcoming assessments. We received an APG data grant at the start of the school year that is used to compensate the data teams for the weekly meetings. Our data specialist meets with teacher team leaders once per month to turnkey what has been happening during the meetings and gather information to move forward

- b) key personnel and other resources used to implement these strategies/activities,

The school data team, administration .

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

All students will take diagnostic and benchmark assessments in ELA and Mathematics. The data team will customize assessments, analyze item skills analyses and hold monthly data meetings for the whole staff to share their findings and determine next steps in the classroom.

d) timeline for implementation

Diagnostic assessments will be administered and analyzed at the start of the school year. Benchmark assessments will be customized and administered a minimum of 4 times a year to track student growth and inform curriculum and instructional decisions. Data teams meet each Tuesday after school and will present to staff at monthly whole school meetings.

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).

APG Data Grant moneys are used to fund weekly and monthly data meetings. Data team teachers will also be provided with professional development.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

21% of teachers disagree that “My school does a good job teaching students the social and emotional skills needed in high school.” (NYC Learning Environment Survey 11-12, p. 18)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

By June 2013 there will be an increase on the NYC Learning Environment Survey in the number of teachers who agree that the school does a good job teaching students the social and emotional skills needed in high school. There will be a decrease in the number of occurrences of targeted students due to the involvement of outside organizations working with at-risk students (Partnership with Children, MRT, Planned Parenthood, Lorenzo Steele).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

Agency partnerships have been forged to provide additional support to students outside of the regular school day and to push into advisory classes. Partnership with Children and MRT both see individuals and small groups of students for counseling and mental health referrals in the school building. We are also in talks with local assemblymen to increase the days and hours that MRT will service our school. Planned Parenthood will push into advisory classes and also see small groups of students after school to educate them on sexual health awareness and prevention. Our school guidance counselor sees mandated and at-risk students individually and in small groups. She also pushes into advisory classes to address issues such as bullying and cyber-bullying. Lorenzo Steele has been contracted to provide violence prevention and awareness education to students during and after the school day. He pushes into classes, takes small groups during advisory time and supports targeted students with progress reports, conferencing and family support. The school also recognizes positive achievements such as perfect attendance and student of the month to reinforce and celebrate positive attitudes and healthy social and emotional development for adolescents. Leadership Program will provide character development and team building activities during the student’s advisory periods. Teachers will receive Professional Development through the leadership program to support them in classroom management.

- b) key personnel and other resources used to implement these strategies/activities,

Lorenzo Steele, Partnership with Children, Mobile Response Team (MRT), Planned Parenthood, Legal Lives, Guidance Counselor, Leadership Program.

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Children with poor attendance were targeted by Partnership with Children to support and provide outreach to families. Overage and hold-over students were targeted by Lorenzo Steele to provide support, progress reports, mediation and family outreach. Guidance referred several students to Planned Parenthood who are admittedly sexually active and are in need of awareness and prevention education.

- d) timeline for implementation.

Support is provided to these students throughout the year and OORS incident reports are looked at monthly by Partnership with Children and Lorenzo Steele to evaluate the effectiveness of interventions being provided and monitoring the number of occurrences.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
 - Budget: Leadership Program budgeted for February thru June. Leadership Program will provide character development and team building activities during the student's advisory periods. Teachers will receive Professional Development through the leadership program to support them in classroom management. Partial funding for the Leadership Program comes from Priority TL funding (\$6,216.00) and partial funding comes from the Title 1 School Success Grant .
Quarterly Professional Development : \$431.00 x 2 days= \$862.00
In classroom programs: 15 days x \$609.20= \$\$9138.00
- 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: Title 1 Priority**

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).

School success grant will be used to pay Lorenzo Steele, Tax Levy Funds are used to pay Guidance and an Intra-city MRT grant is used to pay for the services of the Mobile Response Team. The Mayoral Initiative frio Chronic Absenteeism grant is use to fund the services of Partnership with Children.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

31% of teachers disagree that “My school communicates effectively with parents regarding students.” (NYC Learning Environment Survey 11-12, p. 14)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

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

By June 2013, the NYC Learning Environment School Survey will show an increase in parental responses, from 41% to 53% as evidenced by the 2012-13 New York City School Survey results.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

The following workshops have been facilitated by our Parent Coordinator and community organizations to increase parent awareness and involvement; for example, Take your child to school, BMS Family Workshop on "How to eat on a Healthy Budget", MRT Family Workshop on "Stress Management", Mr. Wright's "Parent Engagement Meeting." The school provides a monthly calendar which is sent home to students and phone calls are made daily about uniforms, attendance, lateness, upcoming events, etc... "School Messenger" is used to communicate with parents regarding upcoming events, meetings, workshops, etc... The school maintains a website with updated information about staff and students. Progress Reports are sent home to parents three times per year to inform families of student grades prior to report cards being sent out. The PA does giveaways to promote parental involvement and increase attendance at meetings.

b) staff and other resources used to implement these strategies/activities

Parent Coordinator, Partnership with Children, Work Experience Program workers, Technology Teacher to maintain school website, Parent Association, Mobile Response Team, Lorenzo Steele.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities

Teachers meet in teams to discuss how parents and families will be notified. Teachers are asked for their input when selecting workshops, partnerships and designing events to include parents and families in the community. Teacher team leaders from each grade were identified at the start of the school year to bring a teacher perspective to administrative decisions, including parental involvement strategies.

d) timeline for implementation.

Attendance sheets from parent and community events are housed in the Parent Coordinator's office to be tracked to gauge improvement and inform future events. School Messenger statistics are monitored to ensure that messages and information is received by parents and families. A log is kept with PWC, MRT and Lorenzo Steele to monitor the amount of times that parents and families are contacted throughout the year.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Budget: Parent Engagement: Money will be spent on Parent breakfasts, materials for workshops and meetings.
- 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: Title 1 Priority Funds and Title 1 Priority Parent Involvement Funds

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).

School success grant will be used to pay Lorenzo Steele, an Intra-city MRT grant is used to pay for the services of the Mobile Response Team. The Mayoral Initiative for Chronic Absenteeism grant is use to fund the services of Partnership with Children. Tax Levy Fair Student Funding is used to fund our Parent Coordinator.

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 | Achieve3000 | Independent work as students move through increasingly challenging modules at a developmentally appropriate pace | One period per week plus extended day |
| | Targeted skills instruction | Small Groups | School day and extended day |
| | Literacy Recovery | Small Groups | Saturday Academy Program |
| Mathematics | Targeted skills instruction | Small groups; one-to-one | School day and extended day |
| | Math Recovery | Small Groups | Saturday Academy |
| Science | Science Literacy | Whole class; Small groups | School day |
| Social Studies | n/a | | |

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 Charles Amundsen | District 23 | Borough Brooklyn | School Number 634 |
| School Name General D "Chappie" | | | |

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

| | |
|---|---|
| Principal Mr. Willis Perry | Assistant Principal Ms. Carolyn Monereau |
| Coach | Coach |
| ESL Teacher Ms. Elise Martini/ESL teacher | Guidance Counselor Ms. Melissa Martin |
| Teacher/Subject Area | Parent |
| Teacher/Subject Area | Parent Coordinator Ms. Key |
| Related Service Provider Ms. Eda Brooks/Speech | Other |
| Network Leader | Other |

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | 200 | Total Number of ELLs | 7 | ELLs as share of total student population (%) | 3.50% |
|------------------------------------|------------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

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

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

When a new student arrives at MS 634K, the parent is given the Home Language Identification Survey (HLIS). If the HLIS survey indicates that the student needs to be evaluated for ELL services, we give that student the LAB-R and the Spanish LAB (if applicable) and place the child in appropriate services within 10 days of arrival. We immediately inform the parent of their child's mandated ELL services and the various services models in person and in writing (in their native language).

As soon as a student is placed in ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified about the evaluation results and the various ELL service models. After an orientation, parents are given a survey that asks them to rank their preferred service model. The surveys are stored in the child's cumulative file with an additional copy stored the ESL teacher's compliance binder. Parents are aware of the fact that at this time, IS 634K only provides pull-out ESL services and based on survey results, parents are satisfied with ESL services. However, parents are also made aware that they are able to choose whichever service model they are most comfortable with and as a school, we will work to ensure that their preference is met.

We have an ELL Parent Orientation planned for October 2011. As we review the language needs of our parents, we will arrange for the appropriate translators to be present at the orientation. At the orientation, representatives of IS 634K will explain the process by which the New York City DOE identifies and services ELLs. We will also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given parent choice brochure in their native language.

Based on parent surveys, informational letters, and conversations with parents, all current ELL parents are aware of their program choices and comfortable with the Pull-out ESL program that we provide. As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one grade level who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

Carolyne Monereau and Elise Martini are responsible for conducting the initial screening and administering LAB-R. Mrs. Monereau has SAS certification and Special Ed. license. Ms. Martini is ELL/General Ed. certified with experience administering LAB-R.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|-------------------------------|---|
| All ELLs | 7 | Newcomers (ELLs receiving service 0-3 years) | 3 | Special Education | 3 |
| SIFE | | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 3 | 0 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 7 |
| Total | 3 | 0 | 2 | 4 | 0 | 1 | 0 | 0 | 0 | 7 |

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|-----------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | 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 | | | | | | | 3 | | 1 | | | | | 4 |
| Chinese | | | | | | | 1 | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | 1 | | | | | | | 1 |
| Haitian | | | | | | | | | 1 | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 7 |

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).

A. Programming and Scheduling Information

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?

We have a freestanding Pull-Out ESL program in which ELLs participate in addition to a full program which includes 90 minutes or block of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers using the workshop model and balance literacy approach. Service providers integrate across curriculum areas to ensure understanding. Writing is integrated in all subject areas. Students transition together to all subject areas. Classes are structured homogeneously in ELA to help target areas of need. English Language Learners receive between 180 and 360 minutes of Pull-Out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-Out services are provided to heterogeneous groups of students. All students, including ELLs, receive additional support services in our extended day program based on a careful review of data.

We ensure that ELL's are appropriately evaluated in their native language by conducting an informal interview and completing a survey upon arrival at our school. This helps determine if a student's home language is other than English, or a native language is other than English. Our school takes advantage of the DOE's telephone translation service to ensure we comprehend the student, and may call upon teacher personnel who have a working knowledge of a student's native language to assist as necessary. Initial assessments such as the LAB-R and Spanish LAB-R are administered in a timely fashion in order to help properly evaluate each potential ELL student. Following directions explicitly when administering assessments, and noting on the answer key if the student's native language interfered with the completion of the assessments is important in evaluating whether a student has been assessed appropriately in their native language. Also, if an informal assessment is needed to evaluate a student he/she may use both English and the student's native language to complete the assessment.

The ELL teacher works in collaboration with the classroom teachers, the resources available through Cluster 3, and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs (SIFE, newcomers, long-term, and those with special needs) receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate materials as needed. Because we have a small ELL population that instruction can be modified on an extremely individualized basis to meet each student's specific needs.

All instructional strategies and grade-level materials the ELL teacher uses align with New York State Learning Standards. Throughout the grade levels we use the Fountas and Pinnell Framework with a balanced literacy approach to Reading and Writing. The Wilson Reading System for Older Students assists with sight-word awareness and reading fluency. In addition, our Instructional Guidance for English Proficiency from the McGraw - Hill LAS LINKS program provides lesson plans and activities that are designed to supplement content area instruction as well as focus on listening and speaking skills that help accelerate English language development.

Our school meets the diverse needs of our ELL students by providing small group instruction during the mandatory 360/180 minutes of

A. Programming and Scheduling Information

ESL classes per week. The Fountas and Pinnell leveled readers and writing workshop differentiates instruction by allowing students to read and write on their individual level. Pairing students based on ability, creating Cooperative Learning Groups, and scaffolding instruction also reflect ways to meet the various needs of our ELL students. Additionally, Interactive Read Alouds, Book Clubs, and surrounding sll text with meaningful talk support ELL's diverse needs within the least restrictive environment.

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports

across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | | Transitional Bilingual Education (TBE) | | |
|--|--|--|--------------|----------|
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Dual Language | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Freestanding ESL | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| TIME | | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | | |

B. Programming and Scheduling Information--Continued

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

Students in grades 6, 7, and 8 are engaged in an interdisciplinary curriculum that spirals around science. Science connections are made in other curriculum areas such as math, social studies, ELA, technology, etc. A great deal of work is done with vocabulary and connecting ideas are included in daily lessons. We use the Impact Mathematics curriculum that is supplemented with assessment-based materials. There is also an emphasis on vocabulary in this program, with some work in the etymology of key math terms. Science is taught in a hands-on manner, which allows all students the opportunity to have experience with various concepts. ELLs fully participate in all curriculum areas, including physical education, technology, Spanish as a foreign language, and music. All of our identified ELL students attend AIS classes three days a week, 45 minutes a day for ELA, science, and math support. Technology is used to help ELL students in reading with the use of vocabulary and language programs. We are able to track the students growth by BOY and interim assessments. The data team reviews scores and shares with core teachers for future planning and individualized instruction. They also attend weekly Saturday science academy, which allows them a chance to interact with the curriculum in a different environment. Our Saturday program helps new students build relationships with old in an small group setting. Paste response to questions 8-17 here

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 Our certified ESL teacher attends Cluster 3 professional developments. In addition, we take advantage of the professional developments offered by the Brooklyn/Queens BETAC, including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. Additional PD are provided by our CFN that address new strategies that target our ELL student body. Special Ed., general ed., paras participate in our PD's on balanced literacy, differentiated instruction which ultimately effect the outcome of student results. These PDs target general, special ed. and ELLs. Our guidance counselor attends transitional PDs to ensure that students are prepared to meet the challenges of high school. Afterwards, students are involved in individual and group counseling sessions that address the challenges of the change of school.

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 Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. We are looking into community partnerships that provide more support for ELL parents. However, our partnership with the Brooklyn Recreational Center has opened up learning opportunity to all of our students including ELLs. Parents will be invited to participate in a culminating event to end the year.

We have a Parent Association Committee and a SLT committee. ELL students and their parents are invited to participate. Yearly surveys evaluate our support of parents and students. These surveys are reviewed by our inquiry team.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 1 | 3 | | | 4 |
| 7 | | | | | 0 |
| 8 | 1 | 1 | | | 2 |
| 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 | 3 | | 1 | | 1 | | | | 5 |
| 7 | | | | | | | | | 0 |
| 8 | 2 | | | | | | | | 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 | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

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

Paste response to questions 1-6 here Our ELLs range across all proficiency levels based on their NYSESLAT or LAB-R scores. Most ELLs score higher on the listening and speaking sections as compared to the reading and writing sections of the NYSESLAT. Instructional design will be adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities – listening, speaking, reading, and writing.

Throughout the year, we will continue to review the data concerning our ELLs based on the Periodic Assessment. Using this information, our ESL teacher and the supporting content area teachers will adjust instruction and differentiation to support the students in their areas of weakness. Currently, we are focusing most diligently on improving the scores on the reading and writing portion of the NYSESLAT while continuing to work consistently to maintain our students' strong performances in the speaking and listening components of the exam.

There are a high number of ELLs who have Level I and II scores on content area assessments, with a demonstrated increase in scale score. There is projected growth to improve ELL student performance to Level II and III.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: _____ **School DBN:** _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 23K634 **School Name:** General D. Chappie James M.S. of Sc

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.

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish and Haitian Creole who are available to help translate as needed.

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.

Because Brownsville is not an immigrant destination neighborhood, it is rare that parents request a language other than English on the HLIS; we have many more English-speaking families from the Caribbean. Each year we generally have between two to four families who request Spanish, and one or two requesting Haitian-Creole. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, occasionally new students are admitted. If their families request translation services, those teachers are informed by the administration.

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.

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. During our school events and notices, our staff generally translate the documents in-house, for Spanish and Haitian Creole. This year we have one Chinese student, for whose family we might need to use the DOE translation services for K634 notices.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who translate into Spanish and Haitian Creole when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

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>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.