



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HOWARD BEACH SCHOOL

DBN: 27Q146

PRINCIPAL: JAMES MCKEON

EMAIL: JMCKEON4@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
James McKeon	*Principal or Designee	
Veronica Klein	*UFT Chapter Leader or Designee	
Theresa Fonal	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Kerri Gannon	Member/Staff (Secretary)	
Mitchell Katcher	Member/Staff (Assistant Principal)	
Linda Bruno	Member/Staff (Chairperson)	
SallyAnn Sinisgalli	Member/Parent	
Anna Maria Carpinone	Member/Parent	
Doriann Ambrosino	Member/Parent	
Tracy Velke	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, all teachers will receive formative feedback and professional development via frequent formative classroom observations conducted by school leaders and peers to support improved practice to meet the Common Core Standards and improve student achievement.

Comprehensive needs assessment

- This Goal directly aligns to the NYCDOE Citywide Instructional Expectations (CIE) for 2012-13 and is based on the need to enhance teacher development which focuses on supporting all students to meet the Common Core standards and to be college and career ready. Based on our low inference data collected via frequent formative classroom observations, informal and formal observations, we have noted that more feedback and professional development is needed for instructional planning, questioning and assessment. We have noted that planning needs to be more focused on Common Core Standards and that teachers need to plan for increased higher order questioning and to ensure that there is active discussion among students and not simply responses back to the teacher when questions are asked in the classroom. We have also noted that teachers are asking too many questions and a focus needs to be on essential questions.

Instructional strategies/activities

- a). Strategies. To plan for and conduct PD sessions so that teachers understand the 2012-13 Citywide Instructional Expectations, the special education reform, “shifts” in ELA and Math and Danielson’s Framework for Teaching 1e, 3b and 3d. The expected number of annual formative classroom observations (“short cycles”) is 6 to 8 per teacher per academic year with 2-4 formal or informal observations. A key strategy is to provide written, actionable feedback aligned to the rubrics for 1e, 3b and 3d within 48 hours and to have a personal follow-up meeting between the administrator and the teacher with a strong teacher self-reflection component.
- b). Key Personnel. Key personnel to achieve this Goal are the Principal, two Assistant Principals, Teacher Teams Leaders, the School Main Inquiry Team and teachers themselves.
- c). Steps taken to include teachers in the decision-making. Teachers will be actively involved in PD planning and execution, peer supports, feedback sessions and self-reflective input.
- d). Timeline for implementation. September 2012-June 2013

Strategies to increase parental involvement

- Parent Information sessions are held monthly on a variety of topics. The 20102-2013 Citywide Instructional Expectations is a planned topic. Information regarding this topic will also be included in our school Monthly Newsletters and posted on our school web site. While parent involvement is not required to achieve this Goal, parent awareness of this goal is important.

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III NCLB Grants Other

If other is selected describe here: NA

Service and program coordination

Coordination of fiscal and human resources with the instructional strategies/activities to achieve this goal are the use of Tax Levy funds for Per Session PD, Inquiry Team funding and the involvement of our 3 school administrators and all teaching staff to become actively involved in the attainment of this Goal. Approximately \$2,000.00 (25% of the total) of our NCLB Incentive Grant for receiving schools will be used for per-session PD training for teachers. There is no required STH, Head Start, etc. funding required regarding this Goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, students with disabilities in grades 4-8 will demonstrate progress in achieving the CCLS as measured by a 5% increase on the NYS ELA Assessment.

Comprehensive needs assessment

Our overall ELA Student Proficiency Level last year (Spring 2012) for all students was 3.05 (n=444), while the average Proficient Level for students with disabilities was 2.62 (Source: School Progress Report). Based on this sub-group analysis, our SWD student population average ELA proficiency is 0.43 lower than our school wide average. Further analysis indicates that our efforts need to be in support of student's critical analysis and evaluation as a targeted skill.

Instructional strategies/activities

- a) Strategies. To implement units of study in ELA in all special needs and ESL classes that are aligned to the CCLS with an emphasis on Tier 1, 2 and 3 instruction and assessment. In addition, we have developed an RTI model used during the school day and for extended day instruction and AIS supports. We will also utilize CCLS units of study developed by the NYCDOE (Common Core Library), commoncore.org maps and units and tasks developed by our Teacher Teams and individual teachers and a Saturday Academy in Spring 2013. Our emphasis will be on rigorous instruction and critical thinking skills, guided reading applications, student independent reading and additional emphasis on the key shifts in ELA of balancing informational and literary texts, knowledge across all disciplines, citing evidence from texts, writing from sources, growth in complexity of texts and academic vocabulary. Furthermore, UDL principles will be applied in instructional planning and classroom instruction.
- b) Key Personnel. Administration, Teacher Teams and individual teachers
- c) Steps to include teachers. Teachers were directly involved in the decision making regarding this Goal and provided input to the above goal and accompanying strategies. Teacher teams/teachers will create curriculum maps, units of study (tasks), rubrics and other supports needed to achieve this Goal.
- d) Timeline. September 2012-June 2013.

Strategies to increase parental involvement

Our overall strategy is to inform and educate parents regarding the Common Core Standards, the shifts inherent in instruction and student work and the requirements for units of study (tasks). This will be done via parent information sessions, newsletters and via our school web site.

Budget and resources alignment

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

If other is selected describe here: NA

Service and program coordination

Attainment of this Goal will not require any additional funding. Our efforts will ensure that work to achieve this goal is conducted on the administrative, teacher team, teacher and student levels and within the normal school day, extended day and Saturday Academy.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, each K through 8th grade Teacher Team will design and implement a specific grade assessment plan to improve assessment practices and raise student achievement in all subject areas.

Comprehensive needs assessment

Currently, we do not have a rigorous and coherent Common Core based assessment plan across grades that we can use to analyze student data, make instructional decisions and improve student achievement. We do utilize Periodic Assessments and ACUITY based assessments but we need to expand on these efforts to ensure that we have the appropriate range of tools to assess student performance and achievement. This Goal also aligns to Competency 3d of Danielson's Framework For Teaching (Using Assessment in Instruction).

Instructional strategies/activities

a). Strategies. For Teacher Teams to:

- To develop an assessment calendar for each grade
- To ensure all assessments are rigorous and aligned to the Common Core
- To use Periodic Assessments and teacher team created assessments to ensure rigorous assessments are available for student use and teacher analysis
- To integrate ACUITY assessments as beginning of the year and end of the year assessments
- To build a data-driven culture of highly effective teacher teams
- To provide ongoing PD so that teachers/teams can create assessments and analyze the resulting data
- To have opportunities for teachers to review formal assessments within the classroom and provide feedback to students within 3-5 days
- To have actionable data for instructional decision making and to provide sub-group data and analysis

b). Key Personnel.

- Administration: to lead PD efforts and monitor compliance with the Goal and to monitor and revise as needed
- Teacher Teams: to collaboratively create assessments, analyze the results and modify instruction as needed
- Teachers: to analyze data for their own students, modify instruction as needed and provide actionable feedback to students and parents in a timely manner
- School Testing Coordinator: to assist in PD and development of assessments and analysis of data

c). Steps taken to involve teachers: Teacher have received PD on creating assessment and data analysis. Teacher Teams will create the assessments.

d). Timeline: September 2012-June 2013

Strategies to increase parental involvement

Parent outreach and information sessions to inform parents as to when assessments will be conducted and provide assessment results to parents via report cards, progress reports or individual assessment data/scores and areas requiring additional student attention and supports.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: NA

Service and program coordination.

Achievement of this Goal does not require coordination of any fiscal or human resources beyond normal school-wide practices of administrative supervision, teacher team and individual teacher efforts, student feedback and outreach to parents. No special funding such as per-session activities is required as we currently have adequate opportunities for our teacher teams to meet, plan and execute this Goal.

ACADEMIC INTERVENTION SERVICES (AIS)

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	Teacher modeled strategies, quick writes, peer discussion, close reading/repeated readings, Listening skills, CCLS strategies, UDL strategies	Small group	After School (extended day)
Mathematics	Transfer modeling, fact drills, fluency, hands on applications, use of manipulatives, CCLS strategies	Small group	After School (extended day)
Science	Cross content applications via ELA and non-fiction reading	Small group	After School (extended day)
Social Studies	Cross content applications via ELA and non-fiction reading, DBQ analysis	Small group	After School (extended day)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselors (2)	Small group or one-to-one as per the student's IEP	During the school day or as required

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.

Currently (January 2013), we have sixty-two teachers on our Table of Organization and all teachers are classified as Highly Qualified with only three teachers not tenured (2 Speech and 1 ESL). Our Learning Environment Survey and our On-Line Occurrence Reporting data indicate that we are a safe school with high expectations for students and active, concerned parents. As a result, we have very low staff turnover with no staff members leaving the school in the last four years. We attributed this to several factors such as our relationship with Queens College, Saint Joseph's College and Adelphi University which allows us the opportunity to have student teachers work in our school while they are attending college which gives us opportunities to work with and recruit potential teaching candidates. We also attend NYCDOE recruitment fairs, work closely with our CFN Human Resources partner and use various NYCDOE systems to screen and interview teaching candidates. Along with our safe environment, we provide as many Professional Development opportunities as possible for all staff members which aids in our staff retention. We also provide supports such as active and formal mentoring and a positive feedback system regarding instruction via short frequent cycles and both informal and formal observations. These supports are provided by our Administrators and are another source to ensure that our staff members are continually improving their craft and instructional practices. We do our best to ensure that all staff members receive their first choice in teaching assignments and that we honor requests for teachers to work with colleagues of their choice when possible either in Integrated Co-Teaching classrooms or when assigned to a Teacher Team. In addition, every effort is made to ensure teachers have a voice in decision making such as the selection of annual CEP Goals, input to our SLT and that we allocate resources and funds to ensure that teachers have the instructional resources that they need in the classroom every day. We also strive to build leadership and capacity in the building so that there will be future leaders ready to assume leadership positions in the coming years. For example, our Principal and two teachers are currently participating in the NYCDEO Teacher Leadership Program. Taken together, we believe the above actions and strategies are positive measures regarding teacher recruitment, retention, assignments, teacher input and "voice", leadership and support to ensure that all staff members are highly qualified and contribute to the success of every student at PS 146.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE (UPDATED JANUARY 2013)

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

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

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

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

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

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

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

- holding an annual "Meet the Teacher Night" in September each year (Teachers/staff volunteer their time for this annual event);
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and our Parent-Teacher Association;
- supporting or hosting monthly Parent Information session at times that are convenient to families;
- establishing a Parent Resource Area /lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., PTA 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 C. Amundsen/ Joanne Brucella	District 27	Borough Queens	School Number 146
School Name The Howard Beach School			

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

Principal James McKeon	Assistant Principal Mitchell Katcher
Coach	Coach
ESL Teacher Jessica Guando	Guidance Counselor
Teacher/Subject Area Wilma Rodriquez/Spanish	Parent Rafal Glinski
Teacher/Subject Area	Parent Coordinator Christine Armao
Related Service Provider	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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	734	Total Number of ELLs	17	ELLs as share of total student population (%)	2.32%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Initial Identification of Students. The parent or guardian of all new admitted students to the NYCDOE and PS 146 must fill out the Home Language Identification Survey form in their respective native language. The LAB-R is administered by the Principal (Mr. James McKeon), or either of two Assistant Principals (Mrs. Jacqueline Sugrue, Supervisor of English Language Arts and the Principal's Designee or Mr. Mitchell Katcher, ESL Supervisor). In addition, our new ESL Teacher (Ms. Jessica Guando) assists. If translation services are required, they are provided by bilingual staff members. If the home language is listed as other than English, an informal interview is conducted with the student by Ms. Guando, the E.S.L. teacher. Upon completion of the Survey by a Supervisor or a licensed pedagogical professional, the informal oral interview is conducted in English. A determination is then made if the student is required to take the Lab-R. If the student is eligible for LAB-R testing, a LAB-R is administered within 10 school days of the student registering. Our ESL teacher (Ms. Guando) or the school Testing Coordinator (Ms. Patricia Chase) administers the LAB-R (where applicable). If a Spanish-speaking student does not pass the LAB-R, the student is administered the Spanish LAB during the same testing period. LAB-R exams are hand-scored and delivered to the designated LAB-R collection site. Each year, Mr. Katcher and the E.S.L. teacher review the results of the most current NYSESLAT using the RLAT to determine the needs of our ELLs and to group appropriately, plan academically, and to ensure that the correct number of mandated minutes of service are being scheduled and administered for each student. We utilize the RNMR (ATS Source) to determine student achievement in the four components of reading, writing, listening and speaking and we use this data to target supports and differentiate instruction for individual students.

2. Program Choices. At the start of the school year (and as required based on enrollment after our initial evaluation), ELL students are identified and families are notified of a parent orientation that they are invited to attend. Letters in English as well as in each family's native language are sent home to the families regarding the time and place of the orientation. During the orientation, which is conducted within 10 school days of the student's registration, parents/guardians view the program choice video via the DOE web site which explains the ELL programs of TBE, DL and Freestanding ESL and the process whereby a parent selects the program best suited for their child. This video is shown in the home language of the parent/guardian when available. If there is a home language that is unavailable on the DOE video site, a translator is provided to ensure understanding of the program choices. Assistant Principal Mitchell Katcher, Ms. Guando, our ESL Teacher, and our Parent Coordinator, Ms. Christine Armao jointly conduct the parent orientation meetings. Parents/guardians are encouraged to ask questions concerning all three programs at this time. Information regarding best practices in supporting the ELL student is presented at the workshop/orientation as well. Selection Forms explaining the three DOE ELL Programs are given to parents/guardians in their home language(s). Completed forms are attached to the student's HLIS and placed in the student's cumulative file. (All Forms such as the HLIS, Program Choices, Brochures, etc. are maintained in various languages in the Main Office and are utilized as needed).

3. Entitlement Letters; Parent Surveys and Program Selection. Our E.S.L. teacher is responsible for ensuring that Entitlement Letters are distributed, returned and reviewed for compliance and that entitlement letters are distributed as soon as the child is identified as an

ELL based upon the results of the administered LAB-R. Parent surveys are returned and program selections are completed at the orientation by the parent. If a parent decides to return either form at another time, our ESL Teacher is designated as the person who follows up to ensure that the forms are returned in a timely fashion. We hold meetings at times that are convenient for parents and all correspondence is translated as needed. Our school website also provides translation into 52 languages and we have several bi-lingual staff members who assist as needed. All records are maintained in both the student's individual cumulative file and in the Main Office by the Pupil Accounting Secretary.

4. Student Placement. After the parent has viewed the video describing the three offered programs offered in NYC and had all questions answered to their satisfaction and has completed their Program Selection Form, it is explained to them that we do not currently have enough parents selecting a Bilingual or Dual Language program in order to open a class here, and that we will locate schools that do have those programs. If the parent designates a Freestanding ESL program as their first choice, we explain that we currently do have that program and will immediately program their child based on their grade level and LAB-R Proficiency Level. As usual, if the parent needs this information translated into their home language, we will provide translation services. After a placement has been determined, a Placement Letter is given (distributed) to each parent. As with all ELL Records, a copy of Placement Letters are maintained in the individual student's cumulative file and in the Main Office. Continued Entitlement Letters are distributed by the the ESL teacher after the results of the NYSESLAT Assessment are made public. These letters are maintained as per the above.

5. Program Choice Trends. Currently, we only offer a freestanding ESL Program based upon recent Parent Program Selections. All of our current 17 ELLs' parents have selected ESL Program as their first choice.

6. Alignment between Parent Choice and Program Offering. We offer a Freestanding ESL/pull-out program that is aligned with parent requests. If a parent indicates a selection of DL or TBE, we will maintain a running count of how many parents make those requests and will open those programs once the mandated numbers are met. Until then, we refer that parent to our CFN ELL Liasion for additional program information and choices being offered in nearby schools.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Total	0	0	0	0	0	0	1	0	1	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	2	9	0	4	0	0	0	17
Total	8	0	2	9	0	4	0	0	0	17

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 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
	Spanish	0	2	0	1	2	3	3	2	2	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	2	1	1	2	3	3	2	2	0	0	0	0	17

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. **Instructional Delivery.** The ESL Model utilized is a pull-out for most of our students. When possible, as is the case with our current 6th and 8th grade students in our self-contained special education class, we utilize a push-in model to support content instruction. Going forward we plan to program our ELLs in one class on each grade to support a school-wide push-in model. Currently, our ESL classes are grouped in no more than a 3-grade range and heterogeneously with no more than two proficiency levels apart.

2. **Mandated Instructional Time.** Our school provides services as mandated by CR Part 154, according to students proficiency levels achieved on the LAB-R and NYSESLAT. All ELL students who are at the beginning and intermediate levels are receiving 360 minutes of instruction per week. Advanced students are served for 45 minute blocks 4 times a week (180 minutes per week). In addition, all ELL students receive ELA instruction and content area instruction from their classroom teachers.

3. **Content Areas.** The instructional approach used to meet the needs of our ESL students is the Workshop Model. This approach encompasses various strategies and techniques for ELLs. Scaffolding and differentiated instructional techniques are used extensively. We utilize explicit modeling techniques and students are guided through a task and emulate by example. Within the content areas, vocabulary

A. Programming and Scheduling Information

is emphasized through the use of word wall words and TRP strategies. Students are encouraged to make personal connections to new subject matter using their knowledge and experiences. Conceptualization is incorporated through the use of stories, poems and graphic organizers. Cultural awareness and socialization are an important component of our daily focus. The ELL students are exposed to a multi-sensory approach that promotes literacy through integrated instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum stressing reading, writing and word work and moving from teacher support to student independence ("To, With and By"). All instructional techniques are used in conjunction with NYSED academic standards. In addition, we have begun to implace strategies based on the new Common Core Learning Standards.

4. Native Language Evaluations. For the most part we do not provide native Language Evaluations unless the student has no english language skills. In those cases, we do provide Native Language Evaluations as required.

5. Differentiated Instruction. We provide differentiated instruction for all students in our school to include our ELLs. This is delivered through Tier 1 instruction, center work, individual and group tasks and choices in independent reading and various assignments in all subjects. Where applicable, Tier 2 and Tier 3 differentiated instruction is provided in the classroom, during Extended Day and also offered during our Saturday Academy Program.

Newcomers also receive differentiated instruction using various techniques across all proficiency levels. Most ELLs in this group require a multi-sensory approach for instruction. The four modalities are incorporated and align with standards-based instruction. Newcomers can participate in all programs available including Extended Day, Foundations, Study Island and ACUITY (Periodic Assesments). Additionally, students who will be mandated to take state examinations receive testing preparations in content area in class as well as ESL instruction. ELLs who are receiving service for four to six years and long-term ELLs continue in the variuos programs that are offered until they attain proficiency. More content area instruction is necessary to facilitate academic growth and language development. Strong emphasis is always on reading and writing skills, based upon the trends in results of the most current NYSESLAT. Analysis of the NYSESLAT determines individual needs for each student to attain proficiency.

6. ELL-SWD Instructional Strategies. Differentiated instruction with below, on, and above grade-level fiction and nonfiction texts are utilized within the ESL classroom to provide access to academic cintent areas. In order to accelerate English language development, tasks are scaffolded to reinforce learned english skills as well as to introduce and practice higher order skills. The ESL teacher has access to texts and other materials being used in her students' subject area classrooms and supports that learning with cross-curriculum reading assignments and interdisciplinary tasks. For grades K-5, we use "Avenues" and for grades 6-8, we use "High Point" (Hampton-Brown Publishers). In addition to the above, we provide native language supports to ELL-SWDs whose IEP mandates bilingual instruction.

7. ELL-SWD and LRE Environments. ELLS who have been identified as having special needs are in mainstreamed ELL classes with general education students. Our ESL teacher receives IEPs as needed and utilizes cooperative learning opportunities. In addition related services may include speech, OT/PT, and couseling in accordance with the respective student's IEP. ESL classes are scheduled at specific times to ensure that related service schedules are uninterrupted. When necessary, the native language is used to support the student in all areas of the curriculum.

Courses Taught in Languages Other than English

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

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

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

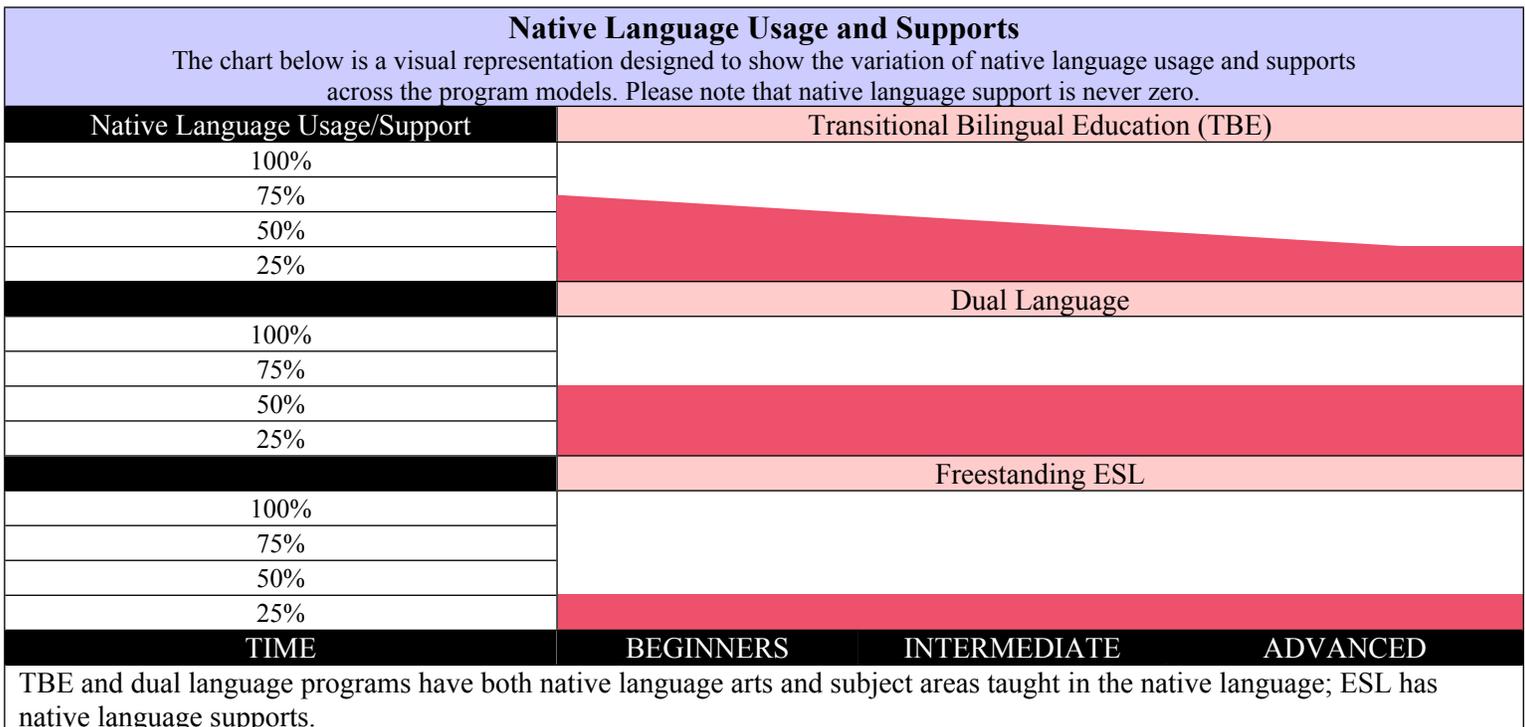
Class/Content Area	Language(s) of Instruction
NA	NA
NA	NA
NA	NA

Science:	NA
NA	NA

NA	NA

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



B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention in ELA, Math, and Social Studies and Science. ELLs participate in targeted intervention programs which include R.T.I., Wilson (ELA), Foundations (ELA), AIS (ELA and Math), ACUITY (ELA, Math, Social Studies and Science), Study Island (all subjects), and Extended Day (all subjects). This is mostly facilitated through learning centers, Extended Day instruction and web-based programs utilized in school or at home.

9. Transitional Support. Continuing transitional support is provided for ELLs reaching proficiency on the NYSESLAT via classroom instruction and teacher supports. All ELL testing accommodations are provided during periodic assessments and NYS examinations. Students can continue participation with AIS services. The classroom teachers of transitional ELLs link with the ESL teacher to update them on progress and of any academic concerns identified.

10. New Programs and Improvements. A new program or improvement to be considered for the upcoming school year is to add an enrichment program for former ELLs and current ELLs. All ELLs are afforded equal access to all school programs. Letters and forms are sent out and translated into necessary languages when needed. All students are welcomed to attend afterschool and supplemental services such as Extended Day, CHAMPS, the Spanish Club, and other extracurricular activities. Pending funding, we are also planning a "Saturday ELL Academy" for the first time in the Spring of 2012 to supplement instruction in preparation for the NYSESLAT administration. The ESL program utilizes a variety of instructional materials and technology to meet the needs of our ELL population. Technology, including Rosetta Stone, Study Island, ACUITY, Leap Frog and other on-line language acquisition programs are incorporated into instruction to provide a balanced literacy program. Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ESL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ESL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses. For content area instructional resources, we utilize high interest texts differentiated based on student reading levels and interest. Native language support is delivered via dual-language texts. Regarding required services support we evaluate the student's age and grade levels and adjust instruction accordingly to align to interests, goals and learning standards in ELA, MATH, Social Studies, Science, Technology, the ARTS. Much of our analysis and support in ELA and content areas is based on the individual student's reading level.

11. Programs Discontinued. We do not plan to discontinue any Programs for this academic year.

12. Equal Access. All ELLs are afforded equal access to academic programs, after-school programs, social development programs such as student advisory, CHAMPS, Extended Day, Saturday Academy, Foreign language class and club, Technology, ARTS, Regents and any other existing programs or programs that we may initiate for our students. Funding is via Fair Student Funding for after school programs and Saturday Academy.

13. Instructional Materials/Technology. Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet access to utilize a vast array of on-line instructional support. Native language support is via dual-language texts and dual-language web based applications.

14. Native Language Support. Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language speaking para-professionals support our overall instructional efforts.

15. Age and Grade Levels. We provide required supports regardless of student ages or grade levels.

16. New Student Supports. We assist newly enrolled students before the beginning of the school year by parent outreach, via our translation services provided on our school web site, a student orientation and school visit and "Open House" and 2-3 books provided free to the student to read over the summer.

17. Language Electives. We offer Spanish as a "minor" course to all students in our school in Grades 6 through 8 which includes ELLs.

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)?

This Section is NOT APPLICABLE-We do not have a Dual Language Program.

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.

D. Professional Development and Support for School Staff.

1. Our ELL Teacher, Ms. Guando, is mentored by our Literacy Coach and our two Assistant Principals and she attends monthly professional development sessions provided by our CFN ESL Liaison and other CFN professionals. In addition, Ms. Guando actively participates on a Teacher Team which meets at least twice per week during which various professional activities are planned and executed. She also will complete a Learning Plan via ARIS Learn and complete Courses in ARIS Learn regarding ESL and teacher competencies. Personnel participating in Professional Development as the Principal, Assistant Principal, Common Branch Teachers, Para-Professionals, Guidance Counselors, Psychologist, Social Worker, Occupational/Physical Therapists, Speech Providers/Therapists, Secretaries and Parent Coordinators. Workshops in all content areas are based on QTEL Strategies.

2. To support our staff in assisting our ELLs in transitioning from elementary to middle school and from middle school to high school, we offer professional development on assessing students for R.T.I. on all grade levels, on the academic, social, and emotional growth differences between elementary and middle school students, as well as on ways to develop independency and responsibility in preparation for high school. Our advisory program benefits our students as well as our staff in learning and sharing about the challenges facing students in and outside of school at the middle school age level. Our ESL teacher confers with the classroom teachers of her students regarding best practices to assist these students through these transitions. Professional Development on the new Common Core Learning Standards also prepares our staff to best prepare our students for the transition to the next grade level. Guidance Counselors receive professional development via our CFN and our ESL Teacher regarding ELL transitions.

3. We provide the minimum 7.5 hours of ELL training for all staff through our PD Plan throughout the year. Our Supervisors and ELL Teacher provide this support which is research-based and incorporates strategies from our CFN PD, ARIS Learn, NYCDOE Resources and QTEL methodologies. Specific and differentiated learning strategies in ELA, Math, Social Studies and Science are presented via PD, Study Groups and Teacher Team collaborative meetings. A specific emphasis is focused on student writing in all subjects. All records are maintained with the PD Supervisor/Assistant Principal (Mrs. J. Sugrue) and also by the ESL Teacher.

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?

E. Parent Involvement.

1. All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement. As stated earlier, our website translates into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. Our school Parent Coordinator is the direct liaison to parents.

2. While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents.

3. We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PTA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent inputs, we modify our methods and plans as needed. Parent Coordinator administers all informal surveys and outreach and assists with the Annual Learning Environment Survey.

4. Each of our parental involvement activities is an outgrowth of what we determine are the wants and needs of our parent community. Therefore, the activities are designed with the assistance of the PTA and School Leadership Team to meet those wants and needs. Our informational sessions always include a question and answer session and we elicit feedback via e-mail or telephone throughout the school year. Examples are Parent Orientation, "Meet The Teacher Night", Parent-Teacher Conferences, Open School Week, Spelling Bee and MATH Bee Assemblies, Book Club, PTA Meetings and monthly parent involvement meetings and seminars based on parent input and requests.

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)	0	3	0	0	1	0	0	2	0	0	0	0	0	6
Intermediate(I)	0	0	1	0	0	0	0	0	2	0	0	0	0	3
Advanced (A)	0	0	0	1	1	3	3	0	0	0	0	0	0	8
Total	0	3	1	1	2	3	3	2	2	0	0	0	0	17

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

1. Early Literacy Skills Assessments. We use ECLAS-2, Rigby DRAs and RTI assessments for early literacy skills evaluations. As is the case with the results on the NYSESLAT, these assessments further our conclusion that reading and writing are the modalities which we need to support the most regarding our ELLs. Our school's instructional plan supports this analysis through the strategies implemented by the ESL teacher as well as by the staff as a whole. Data we use are Reading Logs, Independent Reading progress reporting, student conference records, Reading Tracker and quantitative data from DRAs.

2. Data Patterns Across Proficiency Levels; Spring 2011 NYSESLAT Assessment Analysis. Our detailed analysis of the twenty-four students who were administered the using the RLAT and RNMR Reports as data sources indicates the following regarding proficiency levels:

- a. No students went down either 1 or 2 proficiency levels
- b. Six students had NO gain in proficiency levels
- c. Eight students increased at least 1 proficiency level
- d. One student increased 2 proficiency levels
- e. Two students increased 3 proficiency levels (from Beginner to Proficient in one year)
- f. For three students there was no comparative data as Spring 2011 was their first time taking the NYSESLAT

3. Data Patterns; NYSESLAT Modalities.

The following data was compiled from the RLAT Report for Spring 2011: (The Principal, Assistant Principals, Data Specialist and ESL Teacher collect and analyze this data).

- a. Average Total Score for the 24 students was 89.91
- b. Average Listening Score for the 24 students was 20.8
- c. Average Speaking Score for the 24 students was 33.9
- d. Average Reading Score for the 24 students was 16.7
- e. Average Writing Score for the 24 student was 18.54

This analysis informs our planning and instructional decisions. We are aware that we need to continue to improve our Reading and Writing methodologies and learning strategies for all students to ensure that we differentiate instruction based on student analysis and student needs.

4. Free Standing ESL Program.

- a. ELLs in our school have only taken summative assessments in English. As a result, we do not have data on native language.
- b. We analyze the results of ELL Periodic Assessments to identify individual student strengths and areas needing support by disaggregating the data down to the student level. We then provide RTI supports and teacher team learning strategies. We also use this data to inform overall instructional decisions and parent outreach as needed. School leadership reviews testing results on a "macro" level; teachers review specific student data to make instructional decisions, plan lessons and provide differentiated instruction and supports.
- c. We use Periodic Assessments as a diagnostic tool to improve student outcomes. We are informed that students need more support in reading comprehension and higher order skills such as sequencing, inferring and predicting. Principal, Assistant Principals, Data Specialist and ESL Teacher are responsible for this data.

We provide native language supports as needed, but we do not provide native language testing.

5. Dual Language. Not applicable.

6. Program Evaluation. We evaluate our Program based on what we see and hear in classrooms, student formative assessments, homework and projects, NYSTP ELA and MATH results, NYSESLAT results, Progress Report results, student feedback and parent/guardian input. We annually evaluate ELLs using the results of the NYSESLAT by disaggregating data provided via the ATS RLAT Report, ATS RNMR (Modality Analysis), NYSTART data and ARIS data. We use the RLAT to analyze and evaluate data on the modalities of listening, speaking, reading, and writing for each ELL to determine the proper differentiated instruction. By doing so, we ensure they reach their individual language acquisition goals. Also, interim assessments and classroom assessments are analyzed at the classroom and collaborative teacher team level using various item skills analysis. This analysis informs our instruction. We also utilize on-going classroom assessment data, Periodic Assessment data, teacher team created assessments and the resulting data, RTI data and data from our on-line programs to assess the overall success of our program.

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.

NONE.

Part VI: LAP Assurances

School Name: <u>The Howard Beach School</u>		School DBN: <u>27Q146</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James McKeon	Principal		12/15/11
Mitchell Katcher	Assistant Principal		12/15/11
Christin Armao	Parent Coordinator		12/15/11
Jessica Guando	ESL Teacher		12/15/11
Rafal Glinski	Parent		12/15/11
Patricia Chase	Teacher/Subject Area		12/15/11
Wilma Rodriguez	Teacher/Subject Area		12/15/11
	Coach		
	Coach		

School Name: The Howard Beach School

School DBN: 27Q146

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q146 **School Name:** The Howard Beach School

Cluster: 2 **Network:** 210

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 primary data source is the Home Language Identification Survey and interviews at registration/enrollment. Our methodology is that an Administrator (Principal, "lower grade" Assistant Principal or Assistant Principal for ESL Programs) interviews the parent/guardian upon registering a new student to the New York City Department of Education. The Home Language Identification Survey (HLIS) requests how the parent/guardian wants the school to communicate to them verbally and in writing (Part 3-Questions 1 and 2). Based on these answers we provide both written translation and oral interpretation as requested to ensure that all parents are provided with appropriate and timely information in a language they can understand. If we recognize that a parent is struggling to understand the English language at any meeting such as our ESL Orientation, Parent-Teacher Conference, Annual IEP or EPC or any other informative session, we inquire if translation or interpretation services are needed. (Note: we also provide oral interpretation at the time of registration if 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.

Currently (November 2011), we have five families that request written translation and oral interpretation in Spanish and two families in Polish. These findings were reported to the school community via our teaching staff, our ESL Teacher, our School Leadership Team (SLT) and to individual teachers. Members of our Language Allocation Plan (LAP) Team are also aware of our needs in this area. We also make the entire staff aware of which staff members are bilingual and how they can assist with translation and interpretation.

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 provide all NYCDOE documents in translated form as identified by parents. This includes notices from the NYCDOE that may be forwarded to parents electronically or "back-packed" home. All of the various forms related to our ESL Program are available and accessible in translated form as per NYCDOE regulations and guidelines. In addition, we provide documents such as the Parent Bill of Rights and Responsibilities and the Citiwide Student Discipline Code. Our school web site (www.PS146Q.org) translates into 54 languages at the "click of a mouse." For documents and notices that we generate at the school, we either use an on-line service, the DOE's Interpretation and Translation Department or a staff member provides the written translation. We also provide language assistance at Parent-Teacher Conferences and we encourage parents to attend all Parent Teacher Association (PTA) meetings and Community Education Council (CEC) meetings. We have access to all NYCDOE documents in the nine covered languages if needed.

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.

Currently, we only require oral interpretation into two languages: Spanish and Polish. We have five staff members who can provide support in Spanish and one staff member who speaks Polish. Per-session funding is provided for staff if needed. We believe this is sufficient and we do not use parent volunteers due to the potential confidential or sensitive nature of verbal conversations and overall communication.

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>.

We are in full compliance with Chancellor's Regulation A-663. We provide parental notification requirements for translation and interpretation services such as translation of key documents for ESL supports such as the HLIS, Parent Preferred Language Form, ELL Parent Brochures, Parent Survey and Program Selection Form and all ESL related Parent Notification Forms (Entitlement Letter, Continued Entitlement Letter, Non-Entitlement Letter, Placement Letter, Non-Entitlement/Transition Letter and Title III Letter). In addition, we explain and interpret NYSESLAT and all other NYSED Assessment results to ESL parents or parents requiring interpretation and translation supports. We offer an ESL orientation meeting for parents at the start of the school year and if a new student/family enrolls at our school who requires oral or translation services. We also have all parents view the NYCDOE introductory video via the main NYCDOE web page. In addition, our Parent Coordinator keeps in touch with all parents throughout the year to assess their needs in relation to Chancellor's Regulation A-663.