



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WILLIAM H. CARR JHS 194

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q194

PRINCIPAL: JENNIFER MILLER EMAIL: JMILLER15@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

## 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
Jennifer Miller	*Principal or Designee	
Carol Dipasquale	*UFT Chapter Leader or Designee	
Lisa Pekarik	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
John Fazakas	Member/UFT	
Nicole Flatt	Member/UFT	
Sun Hee Kim	Member/UFT	
Steven Nyarady	Member/UFT	
Georgia Bournias	Member/Parent	
Frieda Christofides	Member/Parent	
Ann Marie Figuera	Member/Parent	
Georgia Gonzalex-Dubois	Member/Parent	
Dina Ingram	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

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, all students will demonstrate progress towards meeting Common Core State Standards in English Language Arts, with a focus on our English Language Learners and Students with Disability subgroups, as demonstrated by an increase of our students performing at a level 2 or higher on the New York State ELA examination, increasing from 92% to 96%, an increase of 4%.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**During the 2009-2011 school years, we had an overall average of 96% attaining a L2 or higher on the NYS ELA examination. In 2012, we saw a 4% decrease in students performing at L2 or higher on the NYS ELA examination. During the time between 2009 and 2012, JHS 194 has seen a plateau of students performing at L3 and L4, remaining between 65% and 62%. This school year, we have approximately 4% of our student population at L1 as measured by the ELA examination; of the 41 students at a L1, 24 are in the ELL population and 23 are in the Students with Disabilities population.**

### **Instructional strategies/activities**

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

**Our school's inquiry team has been looking at the way we assess student work in relation to the CCLS tasks. In doing so, we are developing standard rubrics that are in alignment with the rubric samples for the 2013 state assessments. The Inquiry Team has decided to focus on the use of common language throughout all content areas when assessing performance levels in order to ensure high expectations are consistent throughout all grade levels. The Inquiry Team has continued to look at ways at developing a common rubric template within each department; this will ensure that expectations set at grade 6 will be consistent as students move to grade 7 and grade 8. Work done by the Inquiry Team is shared with all teachers during common planning periods, during extended time on Thursdays which is dedicated towards common planning, and during department professional development time.**

**Our focus for professional development this year for teachers has been targeted not only the CCLS for each content area, but also on the use of text-based, higher order questions, and increasing the rigor of work students experience throughout all classrooms.**

**Our ESL program for our ELL students consists of four stand-alone periods for all ELL students, and then an additional four periods of ESL for our beginner and intermediate ELL students. It is our belief that if students have their ESL services provided in addition to their 8 periods of ELA, this will provide the additional time and support to assist our ELL students in showing growth on the CCLS standards.**

**We will have a Saturday program, which will begin in late January and run for 10 weeks, where students will be using Achieve 3000. Achieve 3000 is a computer based program which allows for students' reading levels to be assessed and then provides reading material at the appropriate level. We will also use a curriculum that is focused on vocabulary and reading/writing using both fiction and non-fiction text in order to support our 71 ELL students in meeting the CCLS standards, as well as demonstrating growth in their reading and writing skills. A media/film component will be utilized for approximately 12 hours during the Saturday program, to supplement the curriculum and support students in their work.**

Based on the Citywide Expectations from the Chancellor, it is expected that all students experience at minimum, 2 CCLS aligned units in ELA, mathematics, science, and social studies during this school year. Common Planning has been programmed as the 25<sup>th</sup> teaching period for more than 20 teachers. The common planning time is devoted to the revision of department units of study, the alignment of the NYS standards previously used with the CCLS standards, and standards based assessments and tasks that will allow teachers to assess students' understanding of standards and identify skills in need of additional support. Our ESL teacher works with ELA teachers during planning periods and department professional development to ensure consistency between the ESL periods for our ELL students and their ELA class periods. For our SWD students, special education licensed teachers are working with the content teachers during common planning time and department professional development to provide insight into appropriate supports and scaffolds that can be used to support those students with IEPs.

**Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.
- Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (Back to School Night, Open School Week, and CCLS in ELA and mathematics night in January).
- Utilization of school wide calendar that is sent home to keep parents informed of school events each month.
- Training for parents on Achieve and on ways to support their child at home during the Saturday program.
- Utilization of Skedula, an online grade book and internet resource for monitoring student progress; access for all school staff, parents, and students has been provided.
- Translate all critical documents and provide interpretation during meetings and events as needed.

**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:

**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).
- Utilization of 30% of the Title III funds and 70% NYSTL funds to purchase the Achieve licenses
- Utilization of 60% of the Title III funds to pay for per session of teachers, administrator, and additional materials necessary for students to be able to complete the curriculum during the Saturday program.

- Utilization of 10% of the Title III funds to support professional development for parents during the Saturday program.
- Utilization of school program in order to provide a 25<sup>th</sup> teaching period for the use of common planning for more than 20 teachers school wide.

### ANNUAL GOAL #2 AND ACTION PLAN

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

#### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2013, all students will demonstrate progress towards meeting Common Core State Standards in mathematics, with a focus on our English Language Learners and Students with Disabilities subgroups, as demonstrated by an increase of our students performing at proficiency on the NYS mathematics examination, from 77.2% to 80.2%, an increase of 3%.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
**During the 2010 school year, 84.4% of our students were at proficiency, as measured by the NYS mathematics examination. During the 2012 school year, 77.2% of our students were at proficiency as measured by the NYS mathematics examination. The data demonstrates a 7.2% decline in proficiency for our students in the last 3 school years as measure by the NYS mathematics examination.**

#### **Instructional strategies/activities**

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

**Common planning time has been implemented as a 25<sup>th</sup> teaching period for more than half of the mathematics teachers at JHS 194. During this time, teachers are revising units of study from last year and ensuring alignment to the CCLS for mathematics. Teachers are developing grade level pre and post assessments in order to efficiently monitor student progress on attaining proficiency of the CCLS standards, as well as utilizing initial and culminating tasks to further assess students' abilities in applying mathematics knowledge and demonstrating understanding of mathematics skills. Work done by the Inquiry Team around evaluating and assessing student work is transferred to common planning teams, assisting them in the way rubrics are developed and utilized in order understand the progress our students are making, as well as identifying their areas for support.**

**Professional development for the mathematics department has been primarily focused on supporting teachers' understanding of the CCLS for mathematics, as well as the types of materials and resources that can be utilized during class time to increase the rigor of their lessons. We are utilizing Carnegie Learning as a supplemental resource in the classroom, which all mathematics teachers received a full day of training to better understand the program and the way in which to utilize the texts. The Carnegie Learning program incorporates a website that allows students to have access to the text, so that teachers can provide assignments to be completed at home.**

#### **Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

- **Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (Back to School Night, Open School Week, and CCLS in ELA and mathematics night in January).**
- **Utilization of school wide calendar that is sent home to keep parents informed of school events each month.**
- **Utilization of Skedula, an online gradebook and internet resource for monitoring student progress; access for all school staff, parents, and students.**
- **Translate all critical documents and provide interpretation during meetings and events as needed.**

#### **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:

#### **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).
- **Utilization of school program in order to provide a 25th teaching period for the use of common planning for more than 20 teachers school wide.**
- **Utilization of funds to purchase Carnegie Resources.**
- **Utilization of NYSTL funds to purchase Skedula.**

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, communication with the school staff, students, parents, and community organizations will show an increase as evidenced by the 2012-2013 Learning Environment Survey.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**During the 2011-2012 school year, the Learning Environment Survey indicated that communication was the area where our school scored the lowest average points among all constituents surveyed (6.0). The Survey also indicated that over the course of the last few years, there has been a constant decline in the percent of parents that take the survey, down from 59% in 2010 to 31% in 2012.**

#### **Instructional strategies/activities**

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

**In order to keep teachers informed of what is going on within the building, we have implemented the CARR Friday Focus, a weekly newsletter that includes information about pertinent items about safety, policy and procedure, instruction, and upcoming events. Based on feedback from teachers, they prefer to receive this item as a hard copy document in lieu of it being emailed. All students on all grades (except for our 8<sup>th</sup> grade SP classes) have one period designated as an auditorium period. During this time, Assistant Principals and deans work together to share information pertinent for their specific grade. This time has also been used for students to complete student surveys that have been used to collect information about items they wish to see changed or implemented inside the school.**

**We implemented surveys for teachers using Survey Monkey, an online site that allows for the creation and collection of information via the internet. We used a survey to collect information prior to Election Day in order to assess the types of professional developments our teachers would like to participate in and then we used a survey to follow up the day, in order to ascertain the types of follow-up professional development teachers wished to have offered. In the survey we also asked teachers to share items they wish to see implemented or revised within the building in order to support our students and school community moving forward.**

**We have worked to ensure our school messenger system is working to not only send information about attendance, but to also keep parents informed about important notices that have been sent home or other upcoming events that take place at the school. Our school's Parent Coordinator also works to keep parents informed by sending emails out to those families that have supplied their email address.**

**We have incorporated the use of Skedula, our online grade book and communication system, which allows for all staff members to stay informed about the progress of all the students they teach. We have made use of the calendar available on the system as another means for families and staff to stay informed about upcoming events. The PTA has a monthly newsletter that goes out to families with important information about the monthly meetings and upcoming dates.**

**Based on feedback from the SLT, we have also incorporated a school calendar that is backpacked home at the start of each month. The calendar is used to share upcoming dates/events within the school with all families and way to stay organized for all members of our school community.**

**Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.
- **Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (Back to School Night, Open School Week, and CCLS in ELA and mathematics night in January).**
- **Informing parents of Open-School Week, through a letter back-packed home, where we invited parents to visit classrooms and observe what is being taught by their child's teachers.**
- **Utilization of school wide calendar that is sent home to keep parents informed of school events each month.**
- **Keeping the PTA informed of upcoming events at the school, to ensure they can post on their website in a timely fashion.**
- **Utilization of Skedula, an online grade book and internet resource for monitoring student progress; access for all school staff, parents, and students.**
- **Utilization of School Messenger (a web-based call system), as another means of informing parents of upcoming events and distribution of materials.**
- **Translate all critical documents and provide interpretation during meetings and events as needed.**

**Budget and resources alignment**

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

  x   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected 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).
- **Utilization of NYSTL funds to purchase Skedula.**

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, we will increase the level of safety and respect in the building through increasing communication among the staff, students, parents, and entire school community, as evidenced by a decrease in the percentage of Level 3 infractions from 22% to 13%.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Based on the Learning Environment Survey, staff and students identified safety and respect as an area of concern. Students also cited that respecting students who perform well in school among peers as an additional area of concern. In looking at the OORS data, it is evident that there was a decrease in the Level 4 infractions committed by students, however, it was identified that there was an increase in Level 3 infractions/behavior demonstrated among students.**

### **Instructional strategies/activities**

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

**We have implemented a consistent teacher in charge of our ALS (Alternate Learning Site) room. This person has implemented consistent routines that are followed for all students, when they are serving a Principal's Suspension. Along with this, we believe that parent outreach and communication is necessary if we wish to ensure that students who commit Level 1 or Level 2 infractions are not escalating behaviors to attain infractions that are Level 3 or higher. We have implemented an Exit Slip, which is consistently utilized during parent meetings, so that all information discussed and the expectations laid out for a student is memorialized and signed by all participants.**

### **Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.
- **Increased opportunities for parents to learn about school based programs and the CCLS across the content areas (Back to School Night, Open School Week, and CCLS in ELA and mathematics night in January).**
- **Informing parents of Open-School Week, through a letter back-packed home, where we invited parents to visit classrooms and observe what is being taught by their child's teachers.**
- **Utilization of school wide calendar that is sent home to keep parents informed of school events each month.**
- **Keeping the PTA informed of upcoming events at the school, to ensure they can post on their website in a timely fashion.**
- **Utilization of Skedula, an online grade book and internet resource for monitoring student progress; access for all school staff, parents, and students.**

- **Utilization of School Messenger (a web-based call system), as another means of informing parents of upcoming events and distribution of materials.**
- **Translate all critical documents and provide interpretation during meetings and events as needed.**

**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: The Executive Board of the PTA is supporting after school programs, which will assist in providing students with positive reinforcements for maintaining appropriate behavior throughout the school day, in order to continue in the after school programs.

**Service and program coordination**

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

**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	Enrichment programs and targeted skills based support	Small Group	Extended day
Mathematics	Targeted skills based support	Small Group	Extended day
Science	Enrichment Program and Targeted skills intervention	Small Group	Extended day
Social Studies	Enrichment programs and targeted skills based support	Small Group	Extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Groups held by the Guidance Counselors	Small Group	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **Provide opportunities to the staff to attend out of the building professional development on the CCLS in their content areas.**
- **Provide a 25<sup>th</sup> common planning period for more than 20 teachers to actively engage in creating CCLS aligned units of study, as well as discuss student work and ways that we can support student growth.**
- **Department professional development that is focused on understanding the CCLS, questioning, and effective instruction.**
- **Providing opportunities for staff to take on leadership roles and participate in the planning for school wide curriculum revisions by being a member of the Inquiry Team.**

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Debra Van Nostrand</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>194</b>
School Name <b>William H. Carr, JHS 194Q</b>			

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

Principal <b>Richard Garino</b>	Assistant Principal <b>Maureen Robins</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ana Del Rio</b>	Guidance Counselor <b>Maria Sampedro</b>
Teacher/Subject Area <b>Alexandre Cho/math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Maria Barber/science</b>	Parent Coordinator <b>Ann Lippert</b>
Related Service Provider <b>type here</b>	Other <b>Emilio Garcia/special education</b>
Network Leader <b>Debra Van Nostrand</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>2</b>	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	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>35</b>
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		Total Number of ELLs	<b>71</b>	ELLs as share of total student population (%)	<b>%</b>
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## Part II: ELL Identification Process

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

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

1. When parents register students who might be English Language Learners, a trained pedagogue such as Assistant Principal Joyce Yuet-Toy, Assistant Principal Maureen Robins, ESL teacher Ana de Rio, conducts an informal interview in English. ATS reports such as RLAT, RESI, Exam History and RLER. ARIS and the data included on that reporting system is consulted. If it is determined that the interview needs to be conducted in a language other than English the supervisor contacts a translator who conducts the interview in the native language. A licensed English as a Second Language pedagogue administers the assessments such as the LAB-R. For Spanish speakers that score eligible on the LAB-R, the Spanish Lab-R is administered. Once it determined that the student is eligible for services the parents are provided with the ELL Brochure and then is offered an opportunity to view the parent choice video. Parents are aware of the program options available to them at the time of registration. ELL students are evaluated in the spring during the NYSESLAT testing period. They are tested as per proficiency level and tested by grade. The Assistant Principal supervising ESL, Maureen Robins, in collaboration with the ESL teacher, Ana del Rio, collaborates to create a testing schedule and checklists to maintain accuracy of all NYSESLAT testing. Moreover, the AP and ESL teacher attend training regarding testing, issues related to testing, and state-mandated training for test grading.

2. Once it is determined that the student is eligible for services the ELL Parent Brochure and the Entitlement Letter are sent home. In the Entitlement letter a time and date are given to the parents for the orientation. The orientation is conducted by the ESL teacher, Ana del Rio. The parents are shown the orientation video in their language. There are staff members available after the video to answer the questions in their language. Data regarding outreach is maintained by the ESL teacher and the Assistant Principal. Parents who have registered students at this school have not chosen a TBE/DL program.

3. We distribute the Entitlement letter and Brochure for students to bring home. The ESL teacher phones afterward to ensure that parents have received the information. Once an orientation is scheduled, and after they have watched the orientation video, parents are given the Parent survey and Program selection for to fill out. Staff members such as Joyce Yuen Toy, Maureen Robins, Ana del Rio are available to answer questions in their language. All Parent Surveys and Program Selections are stored in the main office.

4. Parents are advised that currently we only have a Free Standing ESL program at our school. They are informed that the other programs are dependent on the number of Language Learners that we have that speak the same language and that once we reach those numbers a program may become available. They are also informed that if they feel strongly about their choice and would like to have their child in the chosen program, we can provide them with a list of schools that offer such program. Communication activities are conducted by the Assistant Principal and ESL teacher. The ESL teacher organizes the entitlement letters and distributes them. She maintains a database and follows up with distribution of the continued entitlement letters in the fall. Communication between parents of English Language Learners are initially conducted in person and followed up by telephone. Other means of communication between parents and school may occur through Jupiter grades and PTA meetings where translators may be on hand.

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?

Parents at our school, after they have heard about our program, choose Freestanding ESL as their program choice. 100% of our surveys list Freestanding ESL as the parents number one choice.

6. Currently our programs are aligned with parent requests. All of our parent surveys have Freestanding ESL as their first choice. We currently don't have the numbers to offer any other programs. Our ELL population is very diverse. As parents are made aware of the other choices of enrollment and they are advised that programs are dependent on student enrollment.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							14	5	15					34
<b>Total</b>	0	0	0	0	0	0	14	5	15	0	0	0	0	34

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	21
SIFE		ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	3

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

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
Dual Language										0
ESL	50	0	6	18	0	11	3	0	2	71
Total	50	0	6	18	0	11	3	0	2	71

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**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							8	10	11					29
Chinese							11	9	8					28
Russian														0
Bengali									1					1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean									4					4
Punjabi														0
Polish														0
Albanian							1							1
Other							1	6	1					8
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>25</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. Instruction is delivered in English by both the ELA and ESL teachers through balanced literacy and Common Core Learning Standards aligned units of study.
  - Through the workshop model teachers are encouraged to offer direct instruction through modeling, conferring, and accountable talk.
  - There are multiple opportunities for writing instruction. Writing instruction might focus on craft, fluency, or ideas. We follow the qualities of the Six Trait Framework (ideas, organization, voice, word choice, sentence fluency, conventions).
  - ESL strategies may consist of modified tasks based on the same learning objectives or a tighter focus on a category of the Six Traits Writing Framework.
  - Visual supports are often accompanied to support writing. Other ESL strategies may include: choral response; visual support; aural support; Smartboard computers which allow the use of film and film clips; power point presentations which offer combined audio, visual and multilingual support; graphic organizers; exit tickets designed to encourage English Language Learners to express their learning and the ability to assess learning.
  - Differentiated materials enable English Language Learners to attempt the same meet the same learning objectives as their general education classmates.
  - NYSESLAT scores guide teachers to plan instructional emphasis. For example, a string of lessons might be “listening, speaking, writing” or “reading, speaking, writing”

### 1 a. Departmentalized

English Language Learners (Beginners, Intermediates, and Advanced) follow a departmentalized schedule and receive instruction from licensed content specialists who often are fluent in a second language. ESL strategies are infused, such as those listed above, into content instruction and teachers work to facilitate the acquisition of academic (Tier III) vocabulary.

### Push In (Co-Teaching)

For the first time this year (2011-2012 school year) JHS 194 integrated its Beginner and Intermediate ESL population into the mainstream classroom.

- On the sixth grade, Beginner and Intermediate English Language Learners receive language instruction through their ESL-licensed mathematics teacher.
- On the seventh and eighth grades, the Beginner and Intermediate English Language Learners are integrated into a general education class where there is a co-teaching arrangement in the English Language Arts class.

## A. Programming and Scheduling Information

- This allows the ELA and ESL teachers to work collaboratively to present State Common Core Learning Standards aligned units of study and integrating ESL methodologies and strategies to bolster language and content acquisition. Further, this programmatic approach is meant to encourage high expectations for achievement and incorporate rigor demanded by the learning standards.
- The ESL program follows the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level.

### Pull-out

- Advanced level English Language Learners are supported in pull out groups four times a week by the ESL teacher.
- Advanced level English Language Learners meet with the ESL teacher in small groups for instruction tailored to their specific needs as indicated by NYSESLAT data and other data collected from various assessments (Six Traits, Scantron Performance, Acuity).
- The students are scheduled for their periods with the ESL teacher while other students are in elective classes such as music, art or computer. They do not miss core subject instruction.

### Collaborative

The program model is block

- The class travels together as a group to the four major subject areas.
- Beginner and Intermediate Language Learners on the same grade (6, 7, or 8) are combined with general education learners of mixed ability in a single class such as 601, 701, 801.
- Advanced students are integrated within the general education population on the same grade (such as 602, 702, 802).

2. Beginner and Intermediate ELLs receive 360 minutes as per the New York State mandated.  
Advanced students receive 180 minutes as mandated by New York State.

3. ELLs travel with their classes to content subject areas taught by a content specialist. Instruction is delivered in English with native language support. Instructors will support instruction with multilingual slides in powerpoint presentations. Native language glossaries in science, social studies, and math are available in all content classrooms. For English Language Arts, the ESL teacher pushes in. For the sixth grade, math instruction is provided by an ESL licensed instructor. Teachers support learning with an emphasis on vocabulary instruction offered in multiple modalities.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

- Content Assessments are differentiated and modeled from items from the NYSESLAT exam.
- Students have access to native language state assessments
- Students glossaries and dictionaries available
- Students may be partnered with an a student fluent in the same language but more able in speaking in English
- Students have multiple opportunities to write sustained pieces and receive immediate instructive and constructive feedback
- Students engage in multiple conferring opportunities with ESL teachers and with teachers who speak a second language fluently.

5. Describe your instructional plan for SIFE.

- Currently we have 3 SIFE students.
- The instructional plan is as follows:
  - o monitor and create a plan of assistance assuring a smooth transition into the classroom.
  - o Items on the plan of assistance might include: modeling routines and expected classroom behaviors, explanation where resources such as dictionaries and charts of previous lessons are stored, partnering the student with a buddy.

Newcomers are immersed in the same Common Core Learning Standards-based instructional program as the general population.

- They are supported by a modified instructional plan via the English as a Second Language instructor.
- Students are supplied with bilingual dictionaries.
- Learning is supported with a variety of graphic organizers.
- Texts are offered in their native language when possible to support the acquisition of English and the subject area content.
- Differentiated materials provide multiple windows for accessing content learning and support the integration of the ELL into classroom culture

## A. Programming and Scheduling Information

- Reading and writing is supported by visual artifacts
- Accurate translations are offered when possible to offer access to content.
- In classrooms where collaborative teaching is offered, direct teaching includes ongoing vocabulary instruction and visual cues from both pedagogues during direct instruction.
- In classrooms, Beginner students are partnered with English speaking students
- Teachers rely on early assessments (QRI or Fountas and Pinnell, sample items modeled on the style of the NYSESLAT) to assess students on an ongoing bases and to develop targeted instruction

Describe your plan for ELLs receiving service 4 to 6 years.

- An emphasis on reading strategies and practices such as the seven strategies as outlined by the Mosaic of Thought may be used to deepen comprehension
- Support materials are geared to enhance background knowledge and deepen reading comprehension is integrated into all reading materials.
- Teachers target small group instruction as indicated by item-skills analysis on the New York State English Language Arts Exam and the most current NYSESLAT test. Students are also assessed in short term intervals in the Scantron Performance Series and Acuity assessments
- Student writing instruction is data driven via benchmark assessments rated on the Six Traits framework. Like their English speaking counterparts, ELLs receiving service for 4 to 6 years are asked to set goals and self assess using the Six Traits Framework.
- Students have multiple opportunities to engage with non-fiction text such as magazine articles, newspaper articles, trade books, and biographies.
- Students have multiple opportunities to interact with complex text and to view films and read non-fiction to build background knowledge.
- Vocabulary instruction with the use of memory activities as suggested by Marzano and assorted graphic organizers which are designed to offer students multiple ways to express the meaning of a word (i.e. dictionary definition, child-friendly definition, picture, sentence)
- Opportunities for students to teach new vocabulary words to each other to built retention and transfer of knowledge.
- Data (ELA item-skills analysis, Scantron Performance, Acuity, classroom NYSELAT-styled items, Six Traits Framework) is reviewed on an ongoing basis to inform targeted instruction.

Describe your plan for long-term ELLs.

- Offer at-risk speech and language services when possible
- Create multiple opportunities for data-driven small group instruction
- Create plans of assistance for the students which are developed with testing history
- Ensure teachers rely on data within the classroom across content areas to intensify and calibrate targeted instruction
- Propose professional evaluation of students' learning ability and speech and language abilities
- Engage parent support in students' learning plan

This instructional year we will support ELL-SWD in the classroom with visually appealing non fiction materials, magazines, and trips.

- Make available a leveled ESL library complete with trade books, graphic novels, picture books and non-fiction illustrated informational books that support academic content areas. Rewards program by Anita Archer is available.
- I-pads have been recently made available to ELL-SWD and will use apps such as Drag-on.
- Classrooms are equipped with smartboards.
- Create plans of assistance for the students which are developed with testing history

Students are offered alternate placement and a paraprofessional is available.

- Ensure teachers rely on data within the classroom across content areas to intensify and calibrate targeted instruction
- Propose professional evaluation of students' learning ability and speech and language abilities
- Engage parent support in students' learning plan
- Materials available for instruction of English Language Learners include leveled National Geographic texts and books that can be

## A. Programming and Scheduling Information

supported by audio

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment?

- ELL-SWD beginner and intermediate students are integrated into the school’s program of electives which include video, computer, drama, dance, art and music.
- ELL-SWD students are integrated into the school’s general program in health and gym periods.
- ELL-SWD students are involved in all learning-based school trips
- Content-based teachers scheduled to instruct the ICT classes have either a bilingual extension or an ESL license. In addition, several teachers are fluent in second languages of Spanish, Korean, Chinese, and Greek, the languages of the ELLs in the school
- ELL-SWD travel from and to their different content area classrooms as well as their General Education peers.

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

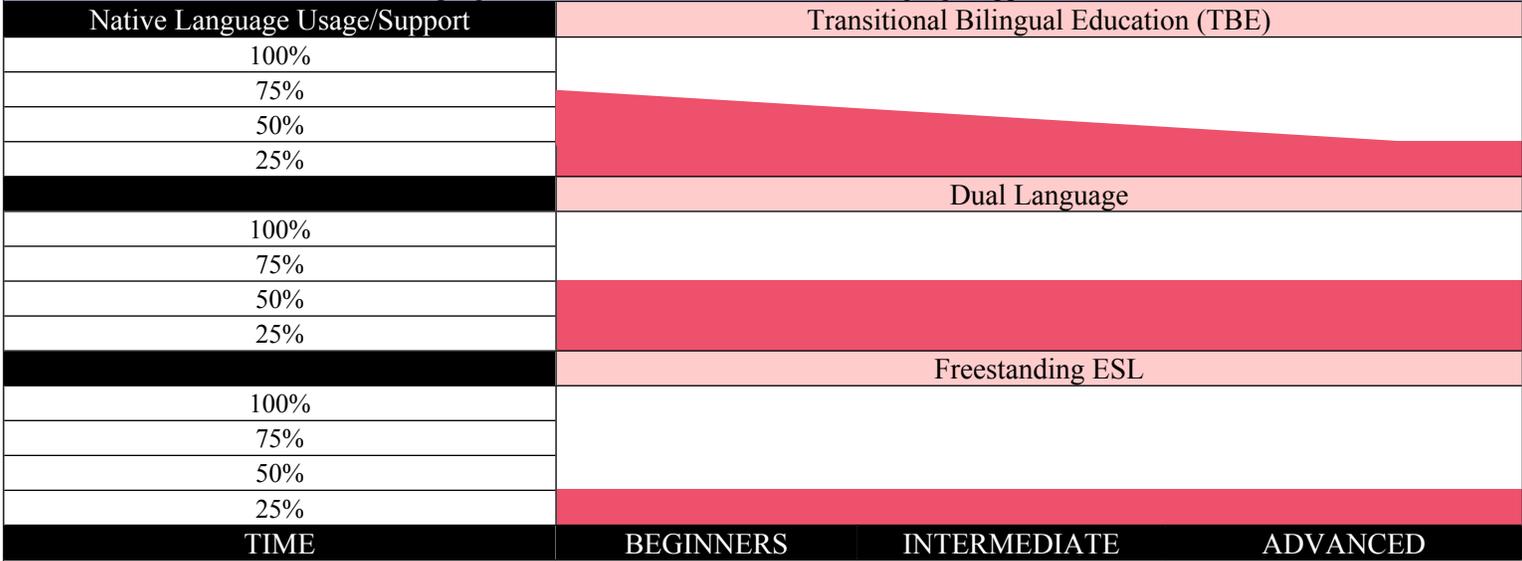
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

8. 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 in which they are offered.

- Learning centers will be established in each of the content area classrooms
- Teachers will devise a plan of instruction after analyzing the data for short term and long term goals.
- Teachers will provide small group instruction to support the diverse learning needs of ELLs. For example, advanced students are provided with additional writing instruction to improve the expressive domains and exceed the requirements of level of proficiency as measured by the NYSESLAT.
- Teachers will be sharing effective instructional strategies through building wide and city wide professional development. ELL students are specifically grouped for instruction in the 37 1/2 minutes of extended day. Science and math teachers have Kaplan test materials as well as teacher-created materials.

Describe your plan for continuing transitional support (2 years) for ELLS reaching proficiency on the NYSESLAT

- all general education teachers will be offered professional development on language acquisition and strategies for the English Language Learner
- differentiated learning plans will be offered in the classroom
- audio support is offered whenever possible
- students are immersed in a language-rich environment with plentiful opportunities for conversation and accountable talk
- interactive word walls further support language acquisition
- ELLs recently mainstreamed are in classes with current ELLs receiving support from ESL teacher
- Students participate in the 37 ½ minute group

Former ELLs are afforded testing accommodations as suggested by New York State. They are able to hear the listening pages of the ELA exam three times. They are tested in separate location. For content area tests, students are able to use word for word translations and glossaries.

What new programs or improvements will be considered for the upcoming school year?

- We will differentiate in a much more overt way across the content areas by examining student data and plan instruction according to the needs of the students as expressed by the data
- Teachers will establish a data plan of long and short term goals.
- Teachers will take their learning to a deeper level with the data available for ELLs.
- School-wide professional development focused on the ELL will be offered.

What programs/services for ELLs will be discontinued and why?

- Because of budgetary constraints, Achieve 3000 (Teenbiz) has been discontinued.
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in all school productions, extended day, and activities such as jazz band, dance team, intra mural sports, and school trips.

A description of how ELLs are afforded equal access to all school programs.

All students are invited to participate in extracurricular activities such as dance team, jazz band, sports programs through school-wide announcements which may be translated in homeroom by the homeroom teacher or more advanced ELLs. All letters sent home feature are stamped offering translation services. The ESL teacher created a brochure to invite all ELLs to participate in the Saturday Academy.

The afterschool and supplemental services offered to ELLs in the building consists of a Saturday Academy. Teachers meet to analyze student data from the NYSESLAT, classroom performance, and teacher made assessments. Students are grouped according to the data and grade. The Saturday Academy is focused on a theme of "extreme" weather and instruction incorporates the use of video, read alouds, discussion, reading and writing. A trip to the New York Hall of Science along with a viewing of the 3-D movie, Stormchasers, and a discussion of the experience will be the culminating activity.

What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; Students are provided with content glossaries in their language that are accessed by teachers from the DOE website ([http://www.p12.nysed.gov/biling/bilinged/bilingual\\_glossaries.htm](http://www.p12.nysed.gov/biling/bilinged/bilingual_glossaries.htm)) Activities in all content areas are occasionally modeled after NYSESLAT samples. Students have access to teacher websites and wikis that provide links that support ELLs. Libraries have native language novels and nonfiction.

How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Native Language support is delivered through reference materials in the students native language. During push- in, the students are provided with some materials in the native language that parallel the English documents that they are receiving along with their English proficient peers. Reference guides are created with vocabulary that the ELA and ESL teacher determine during planning may be difficult for students and needs to be provided in their native language. Translation dictionaries are placed in the center of all tables as well as definition dictionaries and thesauruses, so that all students have access to any reference materials they may need. The ESL library includes native language texts in a variety of languages.

Do required services support, and resources correspond to ELLs' ages and grade levels?

All required services support and resources correspond appropriate to ELLs' ages and grade levels.

Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

N/A

What language electives are offered to ELLs?

A Spanish language elective is offered only to eighth grade students.

### 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.

### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personal at the school.
  - JHS 194 offers an on-going weekly “Professional Investment Series.” To date the series has focused on Questioning, the use of ARIS, an overview of the NYSESLAT exam
  - Teachers are offered professional development on an ongoing basis on curriculum mapping, exploration of the Common Core Learning Standards at grade and department meetings throughout the year.
  - Teachers are offered city-wide and network based professional development opportunities. For example, five ELA teachers attended recent city-wide offering of professional development examining the relationship between the Common Core Learning Standards and English as a Second Language instruction.
  - Because all teachers are offered opportunities for school-wide professional development all teachers have opportunities to obtain strategies for supporting recently proficient ELLs in the classroom.
  - Teachers will be offered opportunities outside the Professional Development series, such as a study group of Building Academic Language: Essential Practies for Content Classrooms by Jeff Zwiers and other articles by noted ESL researchers, to share professional books and articles on ESL strategies so that these strategies may be incorporated school-wide.

Teachers attended a recent citi-wide ESL PD relating Common Core Learning Standards and ESL instruction.

Staff, including assistant principals, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, and the entire staff are offered professional development by the CFN, citi-wide ESL, and internal professional development activities during lunch time and in weekly common planning time.

The Assistant Principal maintains a spreadsheet and shared on a google.doc of professional development hours earned by pedagogues and other school staff for the purposes of insuring the achievement of required professional development hours.

ESL students transitioning from one grade to the next receive support through looping and through looping with 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?

parental involvement activities

- Back to school nights
- Orientation for ESL programs
- High School Night offered with translation
- Monthly calendar and newsletter
- On-line grade reporting system (Jupiter grades)
- Volunteer activities such as operating the school store and chaperoning students on school trips.
- Upcoming events posted on the jhs194.com website
- School plays, art shows, band concerts, and jazz band and dance team performances
- Monthly PTA meetings with translation services available. Meetings include opportunities for parents to learn about the ARIS and other accountability systems such as Jupiter grades, an on-line grading system.

Translation is available for all school documents and is provided at events and at meetings as necessary. The school is fortunate to have many teachers who are bilingual and often are on hand to translate as necessary. At other times, translators from outside are brought in to school functions to translate.

- As needed parental outreach via teachers, guidance counselor, Assistant Principal with translators
- the school partners with the YMCA Beacon program which offers free classes to both parents and children

Paste response to questions 1-4 here

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	2	8					20
Intermediate(I)							4	5	6					15
Advanced (A)							5	17	11					33
Total	0	0	0	0	0	0	19	24	25	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	3	5				
	I							7	3	10				
	A							15	3	6				
	P							16	19	9				
READING/ WRITING	B							4	4	9				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>							5	4	6				
	<b>A</b>							10	12	8				
	<b>P</b>							20	7	4				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	2	2		9
7	8	10	0		18
8	3	8	2		13
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		3		5		3		14
7	1		10		8		4		23
8	4		7		11		3		25
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				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

Our school employs a variety of assessments for early literacy skills of ELLs. The ESL teacher employs the QRI. All teachers assess writing with the Six Traits Writing Framework. All students are assessed with the Scantron Performance Series. Teachers have access to TCRWP materials as well as Fountas and Pinnell and have the choice to use whatever data system will provide a reliable and informative consistent data stream.

In examining school-wide patterns established by performance on the NYSESLAT exam, movement between levels remains stagnant. For example, on grade 7 of the 17 Advanced level students, 1 student moved from an Intermediate to Advanced, another student moved from Beginner to Advanced, and 15 students performed at the Advanced level for two years in a row. Two students remained at the intermediate level. Similar patterns can be observed in the eighth grade.

When diving deeper into the data it is determined that students have made gains inconsistently. This data needs greater attention by the staff and will be part of instructional revisions in the upcoming year.

In previous years, ELL predictive data was minimally reviewed. This year, the use of data-- from short term teacher-made items to ELL predictives and Scantron Performance assessment -- will be integrated into the development of instruction for all ELL subgroups. In addition, because the ELL predictives may not include the constructed response which would be essential data to analyzing the way to move students who may be Advanced into the realm of proficiency.

The current LAB-R data reveals that with 10 new admits, four students tested advanced and six were beginner intermediates. This information was used for placement purposes.

Evaluation of the success of our ELL program might include the following:

- Fluent writing; the progress of writing as established with short term writing assessments evaluated with the Six Traits Rubric. One trend for ELLs is sentence fluency and voice. How well their writing may measure is an indication of the command of the language and the mastery of the concepts they are acquiring.
- The sound of argument and debate in English (or with English support) in the classrooms
- Teachers who are knowledgeable about the data and plan according to what the data suggests
- Teacher schedule short term evaluations to monitor growth and to consistently monitor the effectiveness of their lessons
- A high rate of achievement as measured by movement from one level to another level and to Proficiency on the NYSESLAT exam
- For students who are Advanced or Proficient to perform at a level 3 on the New York State ELA examA

**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.

A change of supervisor brings fresh eyes to the development and delivery of instruction. What this supervisor lacks in knowledge of mandates is compensated by energetic planning and examination of data and student work throughout the 2011-2012 school year.

**Part VI: LAP Assurances**

<b>School Name:</b> <u>AWilliam Carr, JHS194</u>		<b>School DBN:</b> <u>25Q194</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Garino	Principal		10/21/11

**School Name: AWilliam Carr, JHS194**

**School DBN: 25Q194**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen Robins	Assistant Principal		10/21/11
Ann Lippert	Parent Coordinator		10/21/11
Ana del Rio	ESL Teacher		10/21/11
	Parent		1/1/01
Alexadre Cho/Math	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
Debra Van Nostrand	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: **25Q194** School Name: **William H. Carr, JHS 194**

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.

Data yielded from surveys conducted at Orientation and home language surveys, notices and phone messages are delivered in parents' native languages.

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.

During parent/teacher conferences, back to school night and high school night and other events, staff and parent volunteers provide translation services. Teachers in the school community are bilingual in key languages such as Greek, Korean, Chinese and Spanish. These are the languages in need of translation in our school community. In addition we may use the services from the Translation Unit.T

## 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.

Translation services will be provided by the DOE Translation Unit, staff members, and parent volunteers. Translated flyers or letters will be distributed at the same time as those written in English.

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

Oral translation is provided in-house. It is provided by school staff and parent volunteers. In addition, oral interpretation services may be provided by the Translation & Interpretation Unit.

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>.

Signs are posted at the entry to school and near the parent coordinator's office. Lists of staff members and students available for translation are kept in the main office. Staff members are aware of the services made available by the DOE Translation and Interpretation Unit.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: JHS 194	DBN: 25Q194
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 64
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

rationale

The Saturday Academy will feature targeted opportunities in Listening and Speaking and Reading and Writing to move students to proficiency on the 2012-2013 NYSESLAT. The Saturday Academy will include ten four hour sessions. The dates are: January 5, January 12, January 19, January 26, February 2, February 9, February 23, March 2, March 9, March 16.

Instructional activities in the program will include:

- \*a one hour session on Achieve 3000
- \*a one hour session on vocabulary and language functions with a focus on instructional conversation
- \*one half hour to one hour of NYSESLAT test practice (flexible scheduling)
- \*one hour devoted to writing (to include script writing and essay writing)
- \*a two hour long pullout for digital photography leading to the creation of a photo montage which tells a story about one's culture or one's family or the places one goes to enjoy one's culture in New York City. This montage will include the student's English language voice over and personalized selection of music. The montages will be shown at the conclusion of the Saturday Academy as well as grade-level auditoriums during the regular school day. Individual photos will be mounted with captions and shown as an exhibit then mounted throughout the building.
- \*a viewing of the movie, Hugo
- \*six hour long parent informational presentations delivered by the Assistant Principal in addition to a viewing of the culminating montage and photographs by students
- \*students will be grouped by level, not by grade
- \*two groups will rotate for appropriate instruction; time and activity will be planned to meet the needs of attendees

The ESL population at JHS 194 is comprised of 64 students including 4 students who are SIFE.

There are:

18 ESL students in Grade 6  
22 ESL students in Grade 7  
25 ESL students in Grade 8

3 8th grade students with IEPs have had 7 years of service  
6 students from across the grades have had 6 years of service  
42 students from across the grades have had between 0 and 3 years of service

subgroups and grade levels of students to be served

Grade 6

6 out of 17 are proficient in Listening and Speaking and Advanced in Reading and Writing

- 2 Beginners
- 3 Intermediates
- 14 Advanced

## Part B: Direct Instruction Supplemental Program Information

### Grade 7

2 out of 22 students are proficient in Listening and Speaking and Advanced in Reading and Writing

7 Beginners

5 Intermediates

9 Advanced

### Grade 8

1 student is Advanced in Listening and Speaking while Proficient in Reading and Writing

5 students are Proficient in Listening and Speaking and Advanced in Reading and Writing

2 Beginners

13 Intermediates

10 Advanced

### Schedule and duration

10 Saturdays for four hours with a starting date of January 5, 2013 and concluding March 3, 2013.

### language of instruction

English will be the language of instruction

### # and types of certified teachers

2 teachers with ESL certification

1 content teacher (teaching artist/ELA)

Types of materials will be exploring will be made available largely from use of Achieve 3000 (which is purchased exclusively for the use of ELL students) and supported by various texts from classroom libraries

-a variety of complex text

-vocabulary with an emphasis on Academic language

-photo prompts and student generated photos from their montage project, a viewing of the movie, Hugo.

-instructional conversations around vocabulary

-student-constructed materials from research using digital cameras in school and personal cameras outside of school

## Part C: Professional Development

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

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

Begin description here:

Achieve 3000 will offer one day of professional development for teachers at JHS 194, in January, 2013.

Professional development will examine may include but are not limited to vocabulary and reading strategies.

ESL teacher attended "Academic Vocabulary Toolkit Training" with Dr. Kate Kinsella on December 3 and

### Part C: Professional Development

4, 2012.

ESL teacher attended "Helping English Language Learners Meet the Common Core State Standards in Language Arts" with Dr. Diane August on December 10 and 11, 2012.

ESL teacher has begun to turn key information from both sessions through Inquiry Team meetings and Department meetings

Concurrently, the ESL teacher and the Assistant Principal are participating in a three-session unit training sponsored by the Network 609 and delivered by Maryanne Cucchiara. The first session, Academic Text, Talk and Tasks: Literacy Skills for the Common Core Learning Standards was attended by the Assistant Principal and the ESL teacher on October 18, 2012. Materials from that session were disseminated through department wide professional development in November, 2012. The second session was held on December 12, 2012 and a third and final session will be held on March 20, 2013. All three sessions are titled Academic Text, Talk and Tasks. The first session focused on Text, the second on Talk and the third on Tasks.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Six one hour informational presentations will be offered by the Assistant Principal. The topics and dates are as follows:

\*An overview of the Saturday Academy program and The Achieve Program -- January 12, 2013

\*What are ways to keep connected to JHS 194 -- meet Ann Lippert our parent coordinator and an learn how to access Skedula, our on-line grading program January 19, 2013

\*The Common Core Learning Standards: an exploration and discussion -- January 26, 2013

\*Strategies for helping your student succeed in school -- February 2, 2012

\*An overview and exploration of the NYSESLAT and the ELA exam -- February 9, 2013

\* An Overview and exploration of the Math and Science exams --February 23, 2013

\*Invitation to view student work -- March 16, 2013

\*Translation services will be provided for parents by an ESL educator.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$4,015.20 602.28 2100.08 total: \$6,718.28	per session for 2 ESL teachers for 10 four-hour sessions (2 X 40 X 50.19) per session for 1 video teacher for 6 two-hour sessions (12 X 50.19) per session for one administrator for ten four-hour sessions (only Saturday program running during this period of time) (40 x 52.52)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		Included within contract for Achieve 3000
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	500.00 139.96 151.92 91.80 238.04 total: 1121.72	Supplies for parents involvement and parent presentations Photo paper Mounting paper Matt frames assorted supplies including glue, notebooks, pens, pencils and sentence strips
Educational Software (Object Code 199)	3,360.00	Achieve 3000 includes instructional materials.
Travel		
Other		
<b>TOTAL</b>		11,200.00