



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

INTERMEDIATE SCHOOL 230
THE MAGNET SCHOOL FOR CIVICS IN THE COMMUNITY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q230

PRINCIPAL: SHARON TERRY

EMAIL: STERRY@SCHOOLS.NYC.GOV

SUPERINTENDENT: PHILIP COMPOSTO PH.D.

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 |
|-------------------|--|-----------|
| Sharon Terry | *Principal or Designee | |
| Kevin Prosen | *UFT Chapter Leader or Designee | |
| Adriana Terranova | *PA/PTA President or Designated Co-President | |
| Rosita Bodnar | 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 | |
| Serena Field | Member/ Teacher | |
| Patty Karangunis | Member/ Dean | |
| Rosa Lopez | Member/ PTA Secretary | |
| Nabila Malik | Member/ PTA Treasurer | |
| Diana Neligan | Member/ Teacher | |
| Yasmeen Nigot | Member/ Parent | |
| Rosa Perez | Member/ Parent | |
| Nazmul Quayyum | Member/ Parent | |
| Yajaira Restrepo | Member/ Parent | |
| Alice Wolcott | Member/ Teacher | |

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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 adapted from 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 “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

By June 2013, all teachers will revise and align curriculum, classroom instruction and assessments to the Common Core Learning Standards (CCLS). Students will experience a minimum of eight Common Core aligned units of study (two in math, two in English language arts, two in social studies, and two in science) evidenced in curriculum maps(Rubicon Atlas),student work (inclusive of assessments)and lesson plans.

Comprehensive needs assessment

- Based on the New York City wide expectations, reviews of our curriculum maps, student performance on the NYS exams and student work products during the 2011-2012 school year, we identified areas of need within our curriculum, classroom instruction and assessments and the phase in of the Common Core Learning Standards CCLS.

Instructional strategies/activities

- a. Describe the research-based instructional strategies and activities that will be used to achieve this goal.
- b. Curriculum will be revised and developed through the analysis of student work through the practice of norming and the use of Common Core Learning Standards (CCLS) aligned rubrics.
- c. After completing analysis of student work, teacher teams will research and select strategies to address learning gaps for subgroups, specifically the English language learners (ELLs) and students with disabilities (SWDs).
- d. Teachers will produce units and lesson plans that support all learners.
- e. Teachers will Diary Map revisions to curriculum ensure student learning needs are addressed in each unit.
- f. All teachers will engage in curriculum development with their content and interdisciplinary teams in conjunction with consultants, magnet (instructional) coaches, and supervisory staff.
- g. English as a second language (ESL) teacher will modify curriculum that addresses the needs of the Limited English Proficiency population. Limited English Proficiency curriculum will address students' entry points and provide differentiation strategies based on students' learning outcome.
- h. Students will engage in more challenging assignments that will accelerate learning and deepen their conceptual understanding, and strengthen their ability to navigate complex text during their reading and use the textual evidence in writing and discussions.
- i. Teachers will devise and use rigorous tasks to assess student performance and to evaluate curriculum.
- j. Teachers will participate in using protocols to look at student work that support a clear picture of student ability and achievement.
- k. Literacy teachers will infuse opportunities for students to read complex informational text and design a task that asks students to read and

analyze informational texts and write opinions and arguments

- l. Students will complete six performance tasks in following subject areas(English language arts-2, Math-2,Science -1, Social Studies-1)
- m. Math teachers will engage students in cognitively demanding tasks that requires them to demonstrate their ability to model and/or construct and explore the reasoning behind arguments to arrive at viable solution.
- n. In mathematics, teachers will reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade as per the Citywide Instructional Expectations.
- o. Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:
 - In Math: require fluency, application, and conceptual understanding
 - In English language arts, Social Studies and Science: require students to ground reading, writing, and discussion in evidence from text.
 - As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
- p. Instruction containing pre-planned rigorous/high quality questions addressing student’s needs based on their entry points.
- q. Staff developers, professional development, ARIS and actionable feedback from walkthroughs and observations.
- r. Teacher teams will select the student work they will analyze. After completing their analysis of the student work -teacher teams will discuss findings and come to a consensus on their findings. Teams will research and select questioning and discussion strategies and create questions to embed in their lessons to address students learning gaps and entry points. Teacher teams will implement and assess the effectiveness of the questioning and discussion strategies based on students learning outcome and plan next steps.

Strategies to increase parental involvement

- The following parent meetings and workshops are provided during the year: Title One parent meeting. Monthly workshops facilitated by the parent coordinators. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community Based organizations. Monthly parent teacher association (PTA) meetings include workshops and instructionally focused presentations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruitment of highly Qualified Teachers is ensured through participation in the New York City Department of Education Teacher Fairs. Candidates are prescreened and have met a rigorous standard of qualifications. Current staff is 100% Highly Qualified.

Service and program coordination

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The Parent Involvement Policy (PIP) template is provided on pages 11 through 15 in this Comprehensive Educational Plan.

The Magnet grant along with 21st Century funds support after school clubs, programs and parent workshops provided by school staff and community based organizations. These thematic programs support the core curriculum and magnet theme. Mandated counseling provided by guidance counselors, the school psychologist, and SAPIS worker provide a social and emotional support system to enhance student learning. Free breakfast is provided daily for all students to ensure proper nutrition and readiness for learning. Schools Foods provides a free snack for each student participating in our myriad of after school clubs and thematically focused activities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teacher programs provide daily collaborative planning period as a component of the base schedule, funded by fair student funding and Title One. Teacher programs are aligned to include parallel preparations periods both by content area and academy/grade team. Magnet funding provides for the magnet coordinators/instructional support staff. Title One Translation Funds are allocated to the purchase of an audio translation system to meet the varying language needs of our parents when attending workshops and meetings. Magnet grant funding provides for collaboration with Teacher's College, Atlas Rubicon, Achieve 3000, Achievement series to provide professional development.

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

By June 2013, all students will experience 15 hours a week of civic study as evidenced in student programs and curriculum maps

Comprehensive needs assessment

- Based on the Magnet Grant requirements, student learning environment, reviews of our curriculum maps, student performance on the New York State exams and student work products during the 2011-2012 school year, we identified areas of need within our curriculum, classroom instruction and assessments.

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. Students will be programmed for 1- 2 periods of discrete civics classes per week.
- b. Subject area curriculum will reflect civics instruction
- c. Curriculum for discrete civic classes will be developed through the analysis of student work and the practice of norming.
- d. Civics curriculum will be aligned to the Common Core Learning Standards (CCLS) and National Civics Standard
- e. All teachers will engage in curriculum development with their content and interdisciplinary teams in conjunction with consultants, Magnet Coordinators) instructional coaches, and supervisory staff
- f. Students will participate in 15 hours of civics instruction on a weekly basis in the following areas: ELA- 3 periods (2hours, 25 minutes), Math- 3 periods (2hours, 25minutes), Science-2 periods (1hour 30minutes); Social Studies-2periods (1hour 30 minutes) Arts-1 period (45minutes) Civics-1 period(45 minutes); Physical Education-2periods (90minutes); Language Other Than English-1 period (45minutes); Lunch-3 periods (2hours,25 minutes)
- g. Teacher teams will Diary Map revisions to curriculum maps to ensure students learning needs and civic hours are addressed
- h. Teacher teams will analyze student work to address student learning gaps and select research based teaching strategies
- i. Create Civics committee to develop school wide positive behavior program focusing on “How do civic minded citizens behave?”

Strategies to increase parental involvement

- The following parent meetings and works hops are provided during the year: Title One parent meeting. Monthly workshops facilitated by the parent coordinators. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community Based organizations. Monthly parent teacher association (PTA) meetings include workshops and instructionally focused presentations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruitment of highly Qualified Teachers is ensured through participation in the New York City Department of Education Teacher Fairs. Candidates are prescreened and have met a rigorous standard of qualifications. Current staff is 100% Highly Qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under No Child Left Behind (NCLB) (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Mandated counseling provided by guidance counselors, the school psychologist, and SAPIS worker provide a social and emotional support system

to enhance student learning. Free breakfast is provided daily for all students to ensure proper nutrition and readiness for learning. Schools Foods provides a free snack for each student participating in our myriad of after school clubs and thematically focused activities. Magnet and 21st Century funds support after school clubs, programs and parent workshops provided by school staff and community based organizations. These thematic programs support the core curriculum and magnet theme.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific Fiscal Year 2012 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teacher programs provide daily collaborative planning period as a component of the base schedule, funded by fair student funding and Title One. Teacher programs are aligned to include parallel preparations periods both by content area and academy/grade team. Magnet funding provides for the magnet coordinators/instructional support staff. Magnet grant funding provide for collaboration with Teacher’s College, Hunter College Tittle IIB Math grant and the New York Hall of Science to provide professional development. Network pass through funding provides for professional development for the core inquiry and various collaborative teams. Title One Parent Involvement funds will support workshops and communication to inform parents of the importance of the performance tasks and Common Core Learning Standards (CCLS.)

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

By June 2013, we will have a documented Response to intervention (RTI) process in place that outlines Response to intervention (RTI) protocols for:
Conducting meetings

- Sorting and resorting students into one of three tiers
- Progress monitoring
- Communicating with and involving teachers, parents and related service providers
- Prescribing, assessing and tracking interventions
- The Response to intervention (RTI) team will identify, study and support the needs of identified at risk students. The list of individual students being focused on will be updated regularly and kept on file.
- Selected classroom teachers will utilize student data to organize instructional groups for differentiated learning and ensure that research-based interventions will be planned and utilized for all targeted Tier II students.

Comprehensive needs assessment

- The identified needs are based upon an analysis of the following data sources: 2012 New York State English language arts, Math and Science assessments, student work products in content areas, curriculum maps, baseline assessments, running records and pre and post unit assessments.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal.

- a. The Response to intervention (RTI) Team receive a minimum of two professional development opportunities during the course of the year, led by the network and used to establish the professional development needed by school staff.
- b. Develop and build capacity in key teacher leaders and model their best practice throughout the school through the use of the inquiry model of action research.
- c. Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the state learning standards.
- d. Establish a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.

- e. Provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results.
- f. Identify students who fall below the established cut-point or benchmark.
- g. Use progress monitoring to confirm students' risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student's response to the Tier 1 core instructional program.
- h. Use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention of English language arts and students with special needs.
- i. Use English as a second language (ESL) methodology in all three tiers (support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties).
- j. Implement evidenced-based practices/interventions shown to be effective and validated for English language arts and students with special needs.
- k. The Response to intervention (RTI) team will review screening results to determine what changes or interventions are appropriate for the students identified.
- l. The school-based Response to intervention (RTI) team will meet with network support staff to establish or enhance best practices in the area of Response to intervention (RTI).
- m. Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.

Strategies to increase parental involvement

- Jupitergrades.com has been implemented to inform parents via text-messaging, emails and the internet of student progress in real time. The following parent meetings and workshops are provided during the year: Title One parent meeting. Monthly workshops facilitated by the parent coordinators. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community Based organizations. Monthly PTA meetings include workshops and instructionally focused presentations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruitment of highly Qualified Teachers is ensured through participation in the New York City Department of Education Teacher Fairs. Candidates are prescreened and have met a rigorous standard of qualifications. Current staff is 100% Highly Qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under No Child Left Behind(NCLB) (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The parent coordinator and School Messenger system will inform parents of the assessments, and provide useful supports and resources to assist them in helping their child prepare. JupiterGrades.com has been implemented to inform parents via text-messaging, email and the Internet of student progress on a real time basis. The following parent meetings and workshops are provided during the year: Family Curriculum Night, Title One parent meeting. Monthly workshops facilitated by the parent coordinator. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community-Based organizations. Monthly Parent teacher association (PTA) meetings include workshops and instructionally focused presentations

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific Fiscal Year 2012 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teacher programs provide a weekly collaborative planning period as a component of the base schedule, funded by fair student funding and Title One. Teacher programs are aligned to include parallel preparations periods both by content area and academy/grade team. Magnet funding provides for the magnet coordinators/instructional support staff. Magnet grant funding provide for collaboration with Teacher’s College, Hunter College Tittle IIB Math grant and the New York Hall of Science to provide professional development. Network pass through funding provides for professional development for the core inquiry and various collaborative teams. Title One Parent Involvement funds will support workshops and communication to inform parents of the importance of the performance tasks and Common Core Learning Standards(CCLS).

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

By June 2013, 80% of the teachers will demonstrate improved classroom practices as measured by Charlotte Danielson's research based rubric and detailed in individual professional growth plans.

Comprehensive needs assessment

- Based on the New York City wide expectations, reviews of our observations, teacher feedback, student performance on the New York State exams and student work products during the 2011-2012 school year, we identified areas of need within instruction and assessment.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal:

- a. Teachers will participate in a minimum of three professional development opportunities that will support their professional growth
- b. Supervisors and teams will facilitate teacher to teacher inter visitations
- c. Formative classroom observations by supervisory staff
- d. APs will conduct a minimum of four walkthroughs and provide meaningful feedback using Danielson's rubric and focusing on 1E, 3B,3D
- e. Teachers will meet with supervisors to identify teacher goals based on Charlotte Danielson's Framework and focused Domains/Components(1E,3 B, 3D)
- f. Each teacher will engage in professional growth plan that assesses effectiveness at three cycles, a baseline, midyear, and end of year feedback.
- g. Teacher teams will meet on a daily basis to address student's learning needs the third quarter of the school year will focus on questioning and discussion.
- h. Supervisors will provide teachers with actionable feedback based on their observations, walkthroughs and mini-observations.

Strategies to increase parental involvement

- Parents will receive the school-wide goals in letters and through our monthly parent newsletter. The following parent meetings and works hops are provided during the year: Title One parent meeting. Monthly workshops facilitated by the parent coordinators. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community Based organizations. Monthly PTA meetings include workshops and instructionally focused presentations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Recruitment of highly Qualified Teachers is ensured through participation in the New York City Department of Education Teacher Fairs. Candidates are prescreened and have met a rigorous standard of qualifications. Current staff is 100% Highly Qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under No Child Left Behind (NCLB) (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The parent coordinator and School Messenger system will inform parents of the school's goals and foci, and provide useful supports and resources to assist them in helping their child prepare for the changes in the standards and instructional shifts. JupiterGrades.com has been implemented to inform parents via text-messaging, email and the Internet of student progress on a real time basis. The following parent meetings and workshops are provided during the year: Family Curriculum Night, Title One parent meeting. Monthly workshops facilitated by the parent coordinator. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community-Based organizations. Monthly Parent teacher association (PTA) meetings include workshops and instructionally focused presentations on each content area.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific Fiscal Year 2012 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teacher programs provide a daily collaborative planning period as a component of the base schedule, funded by fair student funding and Title One. Teacher programs are aligned to include parallel preparations periods both by content area and academy/grade team. Magnet funding provides for the magnet coordinators/instructional support staff. Magnet grant funding provide for collaboration with Teacher's College, Hunter College Tittle IIB Math grant and the New York Hall of Science to provide professional development. Network pass through funding provides for professional development for the core inquiry and various collaborative teams. Title One Parent Involvement funds will support workshops and communication to inform parents of the importance of the performance tasks and Common Core Learning Standards (CCLS).

ANNUAL GOAL #5 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 #5: Parent Academy

- By June 2013, the Parent Academy committee will implement at least three of the Partnership Standards for Schools and families through parent outreach and staff development.

Comprehensive needs assessment

- Based on the New York City Learning Environment Survey, school wide surveys, questionnaires and input from the parent teacher association we identified areas of need within the Partnership Standards for Schools and Families.

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) Key staff members will be trained on the Partnership Standards for Schools and Families
 - b) The Parent Academy committee will be trained and implement their training to staff and parents.
 - c) Parents will be notified of borough wide Parent Academy meetings

Strategies to increase parental involvement

- Parents will receive the school-wide goals in letters and through our monthly parent newsletter. The following parent meetings and works hops are provided during the year: Title One parent meeting. Monthly workshops facilitated by the parent coordinators. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community Based organizations. Monthly Parent teacher association (PTA) meetings include workshops and instructionally focused presentations.
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Strategies for attracting Highly Qualified Teachers (HQT)

- Recruitment of highly Qualified Teachers is ensured through participation in the New York City Department of Education Teacher Fairs. Candidates are prescreened and have met a rigorous standard of qualifications. Current staff is 100% Highly Qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The parent coordinator and School Messenger system will inform parents of the school's goals and foci, and provide useful supports and resources to assist them in helping their child prepare for the changes in the standards and instructional shifts. JupiterGrades.com has been implemented to inform parents via text-messaging, email and the Internet of student progress on a real time basis. The following parent meetings and workshops are provided during the year: Family Curriculum Night, Title One parent meeting. Monthly workshops facilitated by the parent coordinator. Common Core Learning Standards parent workshops facilitated by the Magnet Coordinators and Community-Based organizations. Monthly Parent teacher association (PTA) meetings include workshops and instructionally focused presentations on each content area.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific Fiscal Year 2012 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Teacher programs provide a daily collaborative planning period as a component of the base schedule, funded by fair student funding and Title One. Teacher programs are aligned to include parallel preparations periods both by content area and academy/grade team. Magnet funding provides for the magnet coordinators/instructional support staff. Magnet grant funding provide for collaboration with Teacher's College, Hunter College Tittle IIB Math grant and the NY Hall of Science to provide professional development. Network pass through funding provides for professional development for the core inquiry and various collaborative teams. Title One Parent Involvement funds will support workshops and communication to inform parents of the importance of the performance tasks and CCLS.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |

| | | | | | | | | |
|----|------------------------|-----------------------|------------------------|------------------------|-----------------------|---|---|-----------|
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 112 | 65 | 112 | 112 | 8 | 1 | 1 | 1 |
| 7 | 135 | 77 | 135 | 135 | 5 | 2 | 0 | 0 |
| 8 | 140 (incl. 5 NYSAA) | 93 (incl. 5 NYSAA) | 140 (incl. 5 NYSAA) | 140 (incl. 5 NYSAA) | 14 (incl. 5 NYSAA) | 1 | 2 | 1 (NYSAA) |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|--|---|
| ELA | Eight period of ELA instruction programmed for all AIS students. 150 minute (Weekly) extended day intervention program using research-based targeted strategies through the inquiry process. Additional period of instruction devoted to Literacy AIS through social studies content. Skills-based small group instruction delivered during the workshop in all content areas. One-to-One and small group conferences |
| Mathematics | Eight to nine periods of mathematics instruction programmed for all AIS students. Skills-based small group instruction delivered during the workshop in all content areas. One-to-One and small group conferences. Students receive an additional 150 minutes (weekly) extended time during the extended day program 37 ½ minutes four days a week. |

| | |
|---|--|
| Science | Skills-based small group instruction delivered during the workshop in all content areas. One-to-One and small group conferences. Students receive an additional 150 minutes (weekly) extended time during the extended day program 37 ½ minutes four days a week. |
| Social Studies | Skills-based small group instruction delivered during the workshop in all content areas. One-to-One and small group conferences. Students receive an additional 150 minutes (weekly) extended time during the extended day program 37 ½ minutes four days a week. |
| At-risk Services provided by the Guidance Counselor | Guidance helps all students in the areas of academic achievement, personal/social development and career development, ensuring today’s students become productive, well – adjusted adults of tomorrow. Cyber Bullying, violence prevention, alcohol and drug education, peer mediation in small group, and one-to-one sessions during the school day and extended day program. |
| At-risk Services provided by the School Psychologist | The school psychologist addresses students’ learning and behavioral needs, suggest improvements to classroom management, strategies or parenting techniques, and evaluate students with disabilities to determine the most appropriate supports for learning. Behavioral modification and coping strategies are also provided in small group, and one-to-one sessions during the school day and extended day program. |
| At-risk Services provided by the Social Worker | Positive behavioral interventions and supports (PBIS) promotes socially appropriate behavior among students and creating safe, effective learning environments. Tier two interventions are specifically designed groups interventions that target students at risk of displaying challenging academic and behavioral issues. Services are provided during the school day and extended day program. |
| At-risk Health-related Services | Substance and alcohol abuse, chronic health conditions such as obesity and severe asthma, Healthy Nutrition, Programs are provided in small group, and one-to-one sessions during the school day and extended day program. |

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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 **with parent volunteers and the Parent Coordinator**. 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 **the Department of Education survey** will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- 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;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress; **as well as the use of Jupitergrades.com, which is an online grade book;**
- Developing and distributing a school newsletter or web **site** designed to keep parents informed about school activities and student progress; **as well as implementing a phone message system, bulletin boards of information, and TV/computer monitors displaying information;**
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with Common Core Learning Standards to enable participating children to meet the National 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;
- **Provide incentives for high academic achievement such as principals honor roll, Arista. regents classes, etc.;**

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences **twice** during **the school year** which the individual child's achievement will be discussed as well as **on an as need basis**;
- Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings **for parent-teacher conferences** 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;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. **Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes) **based in the needs of my child;**
- **Ensure my child is reading at least 60 minutes a day and is documenting that reading;**
- Set limits to the amount of time my child watches television or plays video games; **monitor computer usage, i.e. where my child goes on the internet;**
- 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;
- **To discuss with my child age appropriate topics such as anti-bullying, personal hygiene, puberty etc.;**
- 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 promptly reading and responding to all notices received from the school or district;
- **Ensure my correct email address; home address and phone number are on record with the school.**
- 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 **with the teachers and the school community** 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.
- **To understand bullying is not appropriate and will not be tolerated in and out of school.**
- **To inform an adult if they are a victim of or witness any acts of bullying.**

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 Mae Fong | District 30 | Borough Queens | School Number 230 |
| School Name I.S. 230 | | | |

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

| | |
|---|---|
| Principal Sharon Terry | Assistant Principal Donna Vitale |
| Coach Barbara Newkirk | Coach |
| ESL Teacher Julie Nelkin | Guidance Counselor Angelina Beato |
| Teacher/Subject Area Patty Karangunis | Parent Ligia Vasquez |
| Teacher/Subject Area | Parent Coordinator Enrique Salazar |
| Related Service Provider Christina Nitsa | Other |
| Network Leader Mae Fong | Other |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 3 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 971 | Total Number of ELLs | 117 | ELLs as share of total student population (%) | 12.05% |
|------------------------------------|------------|----------------------|------------|---|---------------|

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. 

During the registration process the initial screening HLIS (Home Language Identification Survey) is administered and the informal oral interview is conducted by Ms. Nelkin, ESL teacher. She is assisted by our bilingual guidance counselor, Ms. Beato who speaks Spanish. If additional translation is needed the NYC DOE Translation Unit is contacted for further assistance. The HLIS form is reviewed by the Ms. Nelkin and the guidance counselors. When a student is identified as a possible ELL student through the HLIS and the informal oral interview the LAB-R will be administered.

Within ten school days of admittance, one of our ESL teachers, Ms. Chandrika administers the LAB-R (and Spanish LAB-R as well for those identified as native speakers of Spanish) to newly identified students. Each year Mr. Zirin, Assistant Principal, creates a schedule for administering the NYSESLAT to all identified ELL students identified by the ATS Report, RLER. The NYSESLAT results are reviewed annually by the certified ESL Teachers and the Assistant Principal to determine ESL placement. The ELL students are tested by grade, one modality per day (listening, reading, writing) over the course of three consecutive school days. The speaking component of the NYSESLAT is individually administered to the students the week prior to the written portions of the NYSESLAT (that were identified by the ATS report, RLER). Special Education ELLs are given their testing modifications as indicated on their IEPs. Ms. Chandrika, our certified ESL Teacher, Ms. Chandrika administers the LAB-R in English and Spanish, if needed. The students that do not meet proficiency on the LAB-R are placed in a free-standing ESL class. The parents of the students that have been identified as ELLs by the LAB-R attend a Parent Orientation within the designated time period. At the orientation parents will view a video in the appropriate language to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language & Freestanding ESL). These three programs will be explained in further detail by Ms. Chandrika, ESL teacher. The Parent Survey and Program Selection Forms are distributed and explained in the appropriate language by Ms. Chandrika, ESL teacher, who conducts outreach via telephone and/or email to ensure document return. The Parent Survey and Program Selection Forms are located in room 208 with all other ELL documents. In our efforts to accommodate our multilingual population we provide translation in Spanish through Ms. Chandrika and other languages through the DOE Translation Unit. All necessary steps are taken to ensure the return of the forms and surveys by the parents upon completion of this process to Ms. Chandrika. Once this process is completed a letter is sent home to the parents, in various languages, of the newly identified ELL students by the guidance counselors informing them of placement in the program chosen by the parents. The ESL teacher distributes the continued enrollment forms of students that were previously enrolled in a NYC public school. Continued Enrollment forms are stored in room 208. Based on our ESL parent survey the trend over the past few years indicate that the majority of our parents select ESL services rather than any other types of programs for their child. Less than one percent of our parents request other types of programs. Ms. Chandrika, ESL teacher, and Ms. Beato, guidance counselor, conduct outreach if a parent request a bilingual or dual language program. Rarely, a parent requests a bilingual or dual language program. Based on the Parent Survey and Selection Forms of the past few years, IS 230 is presently aligned with the parents' requests for Free Standing ESL programs. At I.S. 230 we will continue to program for free-standing ESL Programs in accordance to the parent survey and program selection form.

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 | | | | | | | | | | | | | | To t # |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | 18 | 30 | 30 | | | | | 78 |
| Push-In | | | | | | | 12 | 12 | 17 | | | | | 41 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 42 | 47 | 0 | 0 | 0 | 0 | 119 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 117 | Newcomers (ELLs receiving service 0-3 years) | 65 | Special Education | 41 |
| SIFE | 4 | ELLs receiving service 4-6 years | 31 | Long-Term (completed 6 years) | 21 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 65 | 4 | 14 | 31 | 0 | 16 | 21 | 0 | 7 | 117 |
| Total | 65 | 4 | 14 | 31 | 0 | 16 | 21 | 0 | 7 | 117 |

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 |
| TOTAL | 0 |

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

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Spanish | | | | | | | 16 | 26 | 30 | | | | | 72 |
| Chinese | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Russian | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Bengali | | | | | | | 7 | 7 | 6 | | | | | 20 |
| Urdu | | | | | | | 3 | 0 | 1 | | | | | 4 |
| Arabic | | | | | | | 0 | 2 | 0 | | | | | 2 |
| Haitian | | | | | | | 0 | 0 | 0 | | | | | 0 |
| French | | | | | | | 1 | 0 | 0 | | | | | 1 |
| Korean | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Punjabi | | | | | | | 3 | 1 | 2 | | | | | 6 |
| Polish | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Albanian | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Other | | | | | | | 2 | 1 | 6 | | | | | 9 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 38 | 46 | 0 | 0 | 0 | 0 | 117 |

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?

Presently, there are sixty-five ELLs that have received 0-3 years of service, thirty-one ELLs that have received 4-6 years of service and twenty-one ELLs that have received 6 years of service. The general education students serviced using push-in and departmentalized models. The special education ELLs are serviced using push-in and pull-out models. The special education NYSAA ELLs are serviced using a push-in model. The entire school uses a block programming model. Students are placed into classes heterogeneously. All general education classes are a single grade. Special education students may have two grades in a class as placed by the DOE. NYSAA classes are ungraded due to their disability. All of our instructional periods are minimum of forty-two minutes. ESL and ELA are programmed in the students' weekly schedule. Beginner and Intermediate ELL students receive eight or more periods a week of ESL services by a certified ESL teacher. Advanced ELL students receive four or more periods a week of ESL services by a certified ESL teacher and eight or more periods a week of ELA by a licensed ELA teacher. All of the students listed above receive an additional 2 periods of AIS/ESL services by a licensed ESL teacher. The content areas are delivered in English using the Architecture of the Mini Lesson and the workshop model. The subject teachers incorporate a multitude of ESL instructional strategies in the content classrooms. Content area teachers use Tier I and Tier II words to build vocabulary and use various graphic organizers, such as the semantic flower, as tools to scaffold their instruction. All content area teachers have been provided training in ESL strategies and Differentiated Instruction. At least one Academic Intervention Service (AIS) period per week has been scheduled with in each content area. All content area teachers have been trained to analyze the RMNR and use the data to drive instruction. During AIS periods content area teachers use small group instruction to differentiate and provide intervention materials for our ELLs. The SIFE (Students with Interrupted Formal Education) and newcomers are targeted by their teachers and receive additional targeted differentiated assistance during their AIS periods according to their assessed needs. The ELLs that are receiving four to six years of service and have completed six years of service are receiving additional AIS (Academic Intervention Services) periods of ESL in a small group setting. ELLs that reached proficiency on the NYSESLAT receive continuing transitional support by receiving differentiated instruction by content area teachers trained to use ESL strategies, testing modifications including time and a half on tests and a third reading of the listening passages, and extra periods of ELA. These students are focused on by our Inquiry Team in our efforts to narrow the achievement gap between ELLs and non-ELLs. Instruction is differentiated for our SWD (Students with Disabilities) ELLs by using Tier I/Tier II words in context and texts based on their reading, interest and readiness levels. ELLs are evaluated in their native language during the interview process at registration by a bilingual guidance counselor, or translation by a paraprofessional or the NYCDOE translation unit. For all ELLs, including SWD ELLs, the instructional strategies used promote the transfer of literacy skills learned in the native language to the acquisition of literacy in English. The academic content areas scaffold their instruction to provide access for SWD ELLs. Accelerated English language development is provided by teaching reading comprehension according to their assessed level through the bands of difficulty and text complexity. The ELL teachers support the content area teachers of

A. Programming and Scheduling Information

the SWD ELLs. There are parallel programs, the ESL teachers and the teachers of the SWD ELLs, for common planning time and for looking at student work. The ESL teachers push-in and co-teach with the teachers of the SWD ELLs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

| | | | |
|--|--|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% |  | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% |  | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% |  | | |
| | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

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

The patterns across NYSESLAT modalities from the ATS report, RMNR, indicate that our ELL students need addition support in reading and writing. Using this data teachers' must focus on reading and writing in their AIS periods within their content. The teachers use this time to differentiate their insrtuction for reading and writing in the content area in a small group setting. The students that need transitional support are placed in classes together and are taught using the same ESL stratigies and methodologies. These students coninue to receive time and a half on tests as well as the use of glossaries, if needed, during instructional time. In order to meet the needs of all ELLs,including each subgroup, the following instructional and technological materials are used, Milestones, Words Their Way, Achieve 3000, SMART Boards, additional multisensory resources, multicultural classroom library materials and online resources. We are not discontinuing any programs at this time. We are considering to incorporate "Accelerated Reader" in each ESL/ELA classroom for next year. During our 37 ½ minute extended day program our struggling ELLs will receive additional support. The ELL students will use the Achieve 3000 program. Teachers will monitor their reading of the non-fiction articles as well as guide and support the students as they complete their extended response writing pieces. Currently we received two grants for after school programs that are available to all students. The 21st Century programs are held for two to three hours per day after school, three days per week. These programs are academic and non-academic and are available to all students, including ELLs, on a first come first serve basis. Our after school programs incorporate targeted intervention for ELLs such as, Wilson and Story Studio. The ELLs are subdivided into two groups: present and former ELLs in order to tailor their instruction. The ELLs that reached proficiency are grouped in classes. In the content areas differentiated instructional materials are used to support ELLs, these include: appropriatly leveled texts, consumable materials, culturally appropriate non-fiction articles, DBQs, poetry, word problems and task activities. Classrooms are equipped with ESL libraries which contain books at the appropriate age and reading levels of our ELL students. The libraries contain books that reflect the various cultures, the "new immigrant" experience and bilingual books as well. Glossaries, textbooks and workbooks are available in Spanish, other languages are provided upon request and availability. Textbooks and other supplemental materials are available in Spanish due to the large number of Spanish Speaking ELL students. There are SMART Boards located in every classroom for there to be an interactive learning experience. All of our students have access to laptops from the rolling laptop carts that the teachers request as needed. The guidance counselor will develop an orientation for newly enrolled ELLs and their parents (depending on funding) that will take place in August. The newly enrolled ELLs will be informed of the curriculum and the expectations of middle school students. At this time the entire school, in selected classes, receive Spanish as their language elective.

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)?

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.

All personnel who work with ELL students attend professional development on the intergration of appropriate ESL stratigies to engage the ESL student. The content teachers and ESL teachers meet during their common planning periods to discuss the needs of our ELL population. During professional development days (Election Day and Brooklyn-Queens Day) the teachers receive content specific training. ESL teachers will be offered Q-tel training to learn additional ESL strategies. The Assistant Principals will attend various professional development workshops (ESL Stratigies, Relunctant Reader, etc.) by our CFN's ELL Specialist. A bilingual (Spanish-Speaking) guidance counselor is assigned to the ESL classes and conducts workshops to help the students make the academic and social/emotional transition from elementary to middle school as well as the transition from middle school to high school. The guidance counselors attend professional development workshops from the office of student enrollment in order to assist ELLs as they transition from elementary to middle and middle to high school. The new teachers are given professional development on ESL Stratigies and Methododigies during staff development days in accordance with Jose P. The payroll secretary maintains the teachers files and records of the professional development workshops attended, including those in accordance with Jose P.

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?

All parents, including parents of ELLs, s are invited and encouraged to join the PTA and attend school functions. The parent coordinator is available for translation for those that speak Spanish at all activities, classes and workshops. Some of the activities that are being held include an international dessert night, carnival, ARIS training, and curriculum night. ARIS traing and curriculum night exposes the parents to what resources are available and the curriculum that will be taught. A 21st Century grant funds the leadership program which provided the bi-monthly computer classes, gang awareness workshops and financial literacy workshops among others. Most of these worshops are conducted in English and Spanish. Each year the Parent Coordinator distributes a parent questionnaire in multiple languages. In the questionnaire the parents are asked what additional services and/or programs they would like for themselves or for their children. In the questionnaire many parents request English classes. As a result of that request we conduct English classes, weekly, for parents throughout the school year.

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) | | | | | | | 7 | 5 | 8 | | | | | 20 |
| Intermediate(I) | | | | | | | 5 | 12 | 19 | | | | | 36 |
| Advanced (A) | | | | | | | 18 | 23 | 20 | | | | | 61 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 40 | 47 | 0 | 0 | 0 | 0 | 117 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | 2 | 3 | 2 | | | | |
| | I | | | | | | | 4 | 8 | 7 | | | | |
| | A | | | | | | | 14 | 21 | 23 | | | | |
| | P | | | | | | | 8 | 7 | 9 | | | | |
| READING/ WRITING | B | | | | | | | 5 | 3 | 6 | | | | |
| | I | | | | | | | 6 | 10 | 15 | | | | |
| | A | | | | | | | 17 | 19 | 14 | | | | |
| | P | | | | | | | 3 | 5 | 6 | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 9 | 8 | 2 | 0 | 19 |
| 7 | 15 | 15 | 2 | 0 | 32 |
| 8 | 15 | 21 | 2 | 0 | 38 |
| 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 | 6 | | 9 | | 11 | | 2 | | 28 |
| 7 | 6 | | 20 | | 8 | | 1 | | 35 |
| 8 | 8 | | 25 | | 7 | | 2 | | 42 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |

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

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

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

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

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

The ELLs are tested using the TCRWP to determine their Fountas and Pinnell reading level. The students are assessed three times per year (September, February and June). This data gives us the insight as to which level of independent reading books we should order for our leveled libraries in the ESL/ELA classrooms and students are placed in appropriately leveled groups and book clubs. The appropriate differentiated instruction and intervention is then provided. After an analysis of student results and data patterns across proficiency levels and grades revealed the following: the number of Advanced students is less in the 6th grade (18) than in the 8th grade (19). Our 7th grade has the largest number of ELLs and there are twenty-three Advanced ELLs. The patterns across NYSESLAT modalities indicate that our ELL students need addition support in reading and writing. Using this data teachers' must focus on reading and writing. Based on our analysis of the NYSESLAT scores we found that students were operating on different performance levels within the four modalities. Majority of our LEP students were identified as lower performing LEP. On our efforts to narrow the achievement gap we provide data driven instruction in a small group setting. The instruction is tailored to the entry points of each student's modality (speaking, listening, reading and writing). In class 604 there are twenty students. Eleven of students are advanced and the focus is on writing. The remaining students are Beginners and Intermediates and the focus is on reading. In class 704 there are twenty-five students. Thirteen of students are advanced and the focus is on writing. The remaining students are Beginners and Intermediates and the focus is on reading. In class 804 there are thirty-two students. Nineteen of students are advanced and the focus is on writing. The remaining students are Beginners and Intermediates and the focus is on reading. It is our goal to ensure that each child is provided with the appropriate instructional supports that meet their individual learning needs. The school is learning about each students individual strenghts and weaknesses. We differeintiate our instruction and scaffold our activities in order to have each student show progress and perhaps mastery in his/her area of weakness. We evaluate our success as to how much yearly progress each student has made in compaired to the data from the previous yearon the NYSESLAT. The ESL Teachers and school leadership are using the results of the periodic assessments to inform our instructional decisions. We are learning what skills the individual students need to focus on in order to differentiate our instruction to meet the students' individual needs. On the LAB-R, for the 2011 - 2012 school year, the data pattern shows that the majority of the students test at an intermediate level. An analysis of student data indicates progress by ELLs on assessments and written work products in English as compared to the Native Language. Native Language is used in small groups, peer tutoring and alternative assignments as necessary to insure content understanding in order to provide a springboard for the application of higher order thinking skills and rigerous work product.

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.

Part VI: LAP Assurances

| School Name: <u>I.S. 230</u> | | School DBN: <u>30Q230</u> | |
|---|------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Sharon Terry | Principal | | 10/20/11 |
| Donna Vitale | Assistant Principal | | 10/20/11 |
| Enrique Salazar | Parent Coordinator | | 10/20/11 |
| Julie Nelkin | ESL Teacher | | 10/20/11 |
| Ligia Vasquez | Parent | | 10/20/11 |
| Patti Karangunis | Teacher/Subject Area | | 10/20/11 |
| | Teacher/Subject Area | | |
| Barbara Newkirk | Coach | | 10/20/11 |
| | Coach | | |
| Angelina Beato | Guidance Counselor | | 10/20/11 |
| Mae Fong | Network Leader | | 10/20/11 |
| Christina Nitsa | Other <u>Related Service</u> | | 10/20/11 |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q230 **School Name:** I.S. 230

Cluster: 5 **Network:** 535

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.

□ I.S. 230 uses the Adult Preferred Language Report (RAPL) and Place of Birth Report (RPOB) from ATS that denotes each student's home language. In addition, we use the Home Language Survey (HLIS) for all of our incoming students. This is the data that we use to assess our written translation and oral interpretation needs. Of the 971 students that attend I.S. 230 this year many parents prefer written translation and oral interpretation in their native language. The number of parents that prefer written translation and oral translation into their language are: 398 in Spanish, 166 in Bengali, 47 in Urdu, 37 in Punjabi and 121 in various other assorted 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.

□ The major finding of our written translation and oral interpretation needs indicate that the majority of the student's families communicate in Spanish. This information was compiled from the Adult Preferred Language Report, Place of Birth Report and the Home Language Survey. These findings were reported to the school community during the monthly PTA meeting and the Faculty Conference

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.

Every document is sent home to the parents in English and Spanish. These documents are translated by our Parent Coordinator or our Assistant Principal on an as needed basis. There are other staff members (Teachers & Paraprofessionals) available to translate these documents, if needed. In addition, the documents will be sent to the DOE Language Translation Unit via email, if deemed necessary.

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 interpretation services will be provided services will be provided by our Parent Coordinator or our Assistant Principal in Spanish on as add needed basis. If additional languages are needed, we have other school staff members (Teachers & Paraprofessionals) that can provide oral interpretation services, if needed. In addition, the DOE Language Translation Unit will be called to provide translation via conference call, if deemed necessary.

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>.

The principal will send home a letter, in various languages, informing the parents of the availability of interpretation and translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|-----------------------------|
| Name of School: I.S. 230 | DBN: 30Q230 |
| Cluster Leader: Mae Fong | Network Leader: Ellen Padva |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During the School Day |
| Total # of ELLs to be served: 74 |
| 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: 2 |
| # of certified ESL/Bilingual teachers: 1 |
| # 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: I.S. 230 has hired an additional teacher to increase the number of periods the ELL students receive ESL services as an instructional strategy. Each Sixth, Seventh and Eighth Grade freestanding ESL class will receive additional periods of ESL with in a co-teaching model with a certified ESL and a certified ELA Teacher, this also reduces class size. There are 74 students that receive this service. The teachers will use a variety of programs and strategies that include: Teacher's College, Q-Tel, & Achieve 3000. Students will receive instruction that incorporates the four modalities of the NYSESLAT. ESL Teachers will conference with students, on a daily basis, regarding their strengths and weaknesses in relationship to the ELA and NYSESLAT Exams.

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: I.S. 230 Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare E.L.L.'s to succeed under the common core learning standards and to achieve higher scores on all state assessments. The ESL & selected teachers will receive the training. The workshops will be given over the course of school year. The workshops will be held during regular school hours, and will not require additional moneys. The main topics that will be addressed during these professional development sessions are as follows:

1. Scaffolding across the Disciplines: Scaffolding, Assessing Student Work, Translanguaging and Differentiated Instructional Strategies for ELLs.

Translanguaging & Scaffolding - 10/12/12 at 8 am

Translanguaging & Differentiated Instruction - 12/10/12 at 8 am

Assessing Student Work - 1/11/13 - at 8 am

2. Strategies needed to prepare E.L.L.s to make progress and to gain a clear understanding of the modalities of the NYSESLAT and how this coorlates to classroom instruction.

ESL Strategies - 2/8/12 - at 8 am

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: I.S. 230 Title III program will provide E.L.L. parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of workshops will be held on different topics. The workshops will be an hour and a half long. These workshops will address the following:

- Strategies for the NYS Math, ELA & NYSESLAT Exams - 11/28/12 at 7 pm
- Successful Communication - 1/16/13 at 7 pm

Parent workshops will be facilitated by the Parent Coordinator, Literacy coaches, and/or administrators. A letter/flyer will be sent home in various languages inviting the parents to these workshops.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional | | |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| materials. <ul style="list-style-type: none">• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |