



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** I.S 231 MAGNETECH 2000

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 29Q231

**PRINCIPAL:** EMMANUEL LUBIN      **EMAIL:** ELUBIN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LENON MURRAY

## 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
EMMANUEL LUBIN	*Principal or Designee	
ERROL HOULDER	*UFT Chapter Leader or Designee	
ROBIN VIELOT	*PA/PTA President or Designated Co-President	
LYNETTE BASS	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	
NADINE HURRY	Member/PARENT	
HARRY CYRILLE	Member/PARENT	
DENISE RAMBAROSSE	Member/PARENT	
LISA CUMMINGS	Member/PARENT	
GERALD MANDLER	Member/TEACHER	
RONNE GREEN	Member/TEACHER	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

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

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2013, the percentage of students meeting promotional standards will increase by 10% as a result of teachers increasing the use of differentiated instruction so that the learning needs of individual students are more closely met in a wider range of classes using greater involvement of student assessments to help identify next steps for improvement.

### **Comprehensive needs assessment**

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

The following data sources were utilized to identify the needs for this goal: ATS, NYSTART and ARIS. At the completion of the 2011-12 school year, 11% of the 7<sup>th</sup> grade students failed to meet the promotional standards in ELA and 20% failed to meet the standards in Mathematics. More than 70 percent of the students who reached a level 1 were students with disabilities. Historically, students who scored a level 1 during the prior school year are more likely to be retained in the current school year.

### **Instructional strategies/activities**

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

The first step to achieving this goal centers on identifying the students at risk for not meeting the promotional standards. Historically, the level 1 students are at most risk of being retained. Additionally, students who fail to meet promotional standards typically have attendance and discipline issues which become prominent early in the school year. Low parental involvement is also an indicator of whether students will meet the state promotional standards.

Using these indicators, the staff will gather and collate student data from several source systems in order to create a profile for each student. The color coded profile will help teachers and administrators to quickly identify at risk students. Additionally, school staff will provide each family with a copy of the profile for his or her child. Teachers will also conference with students in order to review the profile data and set goals.

Teachers will participate in professional development centered on analysis of student profiles. Teachers will also attend workshops on the use of source systems such as ARIS, and NYSTART in order to analyze grade level, class level and student level data.

By the end of the first marking period, all at risk students will be identified and placed in inquiry groups by official class. These students will be closely monitored by the teachers within a cluster of core academic teachers. Teachers will meet periodically to monitor student progress and set new goals.

Teachers will meet weekly, by department and by grade level, to plan lessons and review student work. Additionally, teachers will review instructional strategies to identify best practices based on how students are progressing on common assessments and or tasks.

The instructional leadership team will meet with teacher teams to review student data. Additionally, the instructional team will conduct frequent cycle observations

and provide feedback to teachers in order to support their work in the classroom. Furthermore, the data from the observations will drive the professional development offerings so that teachers receive differentiated professional development. Lastly, the instructional leadership team will meet regularly to assess the strategies and make modifications to ensure progress towards these goals by June 2013.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families 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;

Engaging parents in conversations around student performance is key to the success of our work. To this end, all efforts will be made to give parents up to date information on student performance and progress. In addition to the information provide on the ARIS parent link, parents will have quarterly access to a one page profile which will include state test results from the last four years, current marking period grades and year to date attendance data.

Additionally, parents will have multiple opportunities to participate in workshops designed to give parents useful information to support their child academically. These content area specific workshops will be conducted by school staff. Also, supports will be provided in the areas of psycho-social development through workshops developed by our school based support staff and network office and youth development staff

To strengthen the link between home and school, school staff will use the ONECALLNOW phone messaging system to communicate student absences, invite parents to school wide events, and workshops. Parents will also receive communication via monthly newsletters, calendars and website updates.

**Budget and resources alignment**

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

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

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Recognizing the correlation between student discipline and student progress, our school has placed an emphasis on help to reduce student infractions, teacher referrals and student violence. The school based support team comprising of a school psychologist, a guidance counselor, a social worker and SAPIS worker will collaborate to implement positive behavioral intervention supports, anti-bullying initiatives, peer mediation training, crisis intervention and at-risk counseling.

Additional the team will facilitate professional development for the staff to support a cohesive school environment where our students feel safe and welcomed. We are working with several community based organizations including the Sports and Arts Foundation to provide students will multiple afterschool activities.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

By June 2012, the percentage of students making yearly progress in English Language Arts as a measured by the NYS English Language Arts percentage of students at proficiency will increase by 10%

**Comprehensive needs assessment**

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

The following data sources were utilized to identify the needs for this goal: ATS, NYSTART and ARIS. At the completion of the 2011-12 school year, approximately

31% of the students met a level 3 or 4 on the New York State ELA exam. Although there was a substantial reduction in the percentage of level 1 students in ELA, the percentage of level 3 and 4 students only increased from 25% to 31% from the prior year.

**Instructional strategies/activities**

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

Through baseline assessments in reading and writing, teachers will determine the reading level of all students by the end of the first marking period. Additionally, data from the Writing Matters baseline assessments will be used to identify areas of focus at the classroom and student levels. Once student needs are assessed, teachers will provide direct instruction in reading and writing.

In reading instruction, teachers will use the Jamestown reading series to support students at all reading levels. Each student will know his or her reading level and will be given strategies to progress to the next level. To support reading throughout the school community all teachers will work to improve reading skills. All literacy classrooms will be stocked with high interest books leveled to support student choice. Parents will also be recruited as reading partners through a series of events designed to increase reading at home. Every parent meeting will include free book giveaways to encourage parents to read with their children. Students will keep a reading log and will receive rewards when benchmarks are met. The staff will organize book fairs to further encourage extended reading at home. To monitor student progress, teachers will use interim assessment and common assessment results and track student performance over time. The information will be communicated with students and their families.

To continually improve student writing skills, teachers will use the Writing Matters Program. This program targets grammar, usage and writing conventions within the context of what students are reading. Hence there is a definite link between reading and writing. Also, the goal of the program is to gradually increase the volume and intensity of writing. Students in both grade 8 engage in the following writing units: Memoirs, Feature Article, Response to Literature, Editorial and Poetry. Each unit has baseline, interim and common end of unit assessments.

To support teachers in this work, teachers will receive training for a Writing Matters Coach one per week. Additionally, the literacy lead teacher will work with teachers to develop the units of study and unit assessments. Teachers will also participate in workshops to support looking at student work protocols to ensure that student tasks meet state standards.

Students needing additional supports will have the opportunity to participate in After School and Saturday Academies throughout the year.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families 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;

Engaging parents in conversations around student performance is key to the success of our work. To this end, all efforts will be made to give parents up to date information on student performance and progress. In addition to the information provide on the ARIS parent link, parents will have quarterly access to a one page profile which will include state test results from the last four years, current marking period grades and year to date attendance data.

Additionally, parents will have multiple opportunities to participate in workshops designed to give parents useful information to support their child academically. These content area specific workshops will be conducted by school staff. Also, supports will be provided in the areas of psycho-social development through workshops developed by our school based support staff and network office and youth development staff

To strengthen the link between home and school, school staff will use the ONECALLNOW phone messaging system to communicate student absences, invite parents to school wide events, and workshops. Parents will also receive communication via monthly newsletters, calendars and website updates.

**Budget and resources alignment**

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

  x   Tax Levy      x   Title I               Title IIA               Title III      x   Grants               Other

If other is selected describe here:

**Service and program coordination**

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

Recognizing the correlation between student discipline and student progress, our school has placed an emphasis on help to reduce student infractions, teacher referrals and student violence. The school based support team comprising of a school psychologist, two guidance counselors, a social worker and SAPIS worker will collaborate to implement positive behavioral intervention supports, anti-bullying initiatives, peer mediation training, crisis intervention and at-risk counseling. Additional the team will facilitate professional development for the staff to support a cohesive school environment where our students feel safe and welcomed. We are working with several community based organizations including the Sports and Arts Foundation to provide students will multiple afterschool activities.

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

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

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

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

By June 2012, the SWD subgroup will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at levels 3 and 4 on the NYS English Language Arts and Mathematics tests.

#### **Comprehensive needs assessment**

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

The following data sources were utilized to identify the needs for this goal: ATS, NYSTART and ARIS. At the completion of the 2011-12 school year, 11% of the 7<sup>th</sup> grade students failed to meet the promotional standards in ELA and 20% failed to meet the standards in Mathematics. More than 70 percent of the students who reached a level 1 were students with disabilities. The students with disabilities lagged significantly behind all student groups on the 2012 New York State ELA and Math exams. This goal will help us bridge the gaps for these students.

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

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

Ensuring rigorous instruction in special education classrooms will support special needs student. Rather than one teacher teaching all the core subjects to the same group of students, we will use a departmentalized approach. Each special education teacher will become a specialist in a specific subject area. This allows students with disabilities to participate in programs similar to their general education counterparts. Through comprehensive professional development and mentoring supports, special education teachers plan and collaborate with content area specialists. These subject and grade specific teams will work to develop lessons and common assessments so that all students have equal access to content that meets the new York state standards.

- Professional Development: The Lead Teacher and Assistant Principal will meet weekly with literacy teachers to review writing tasks and rubrics, analyze student work in order to identify areas of need. Targeted instruction will be determined by student need.
- Professional Development: Teachers will participate in inter-visitations or a fishbowl of model lessons. The Network Support Specialist and administrative team will visit classroom teachers to monitor implementation and offer further support.

- Follow-up: Teacher teams will share student progress using a variety of the following sources: Interim assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or exit projects.

Teachers will administer benchmark writing assessment tests every four weeks. Teachers will embed identified areas of weakness into writing instruction and compare student scores on baseline rubric with scores on subsequent rubrics. Similarly, teachers will use common assessments in four week cycles in mathematics. The data will help teachers to determine if re-teaching is necessary or if differentiation strategies can support

struggling students.

Students scoring two or more grade levels below grade in ELA attend a pull-out reading program where students receive one on one direct instruction targeting reading deficiencies.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our school will support parents and families 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;

Engaging parents in conversations around student performance is key to the success of our work. To this end, all efforts will be made to give parents up to date information on student performance and progress. In addition to the information provide on the ARIS parent link, parents will have quarterly access to a one page profile which will include state test results from the last four years, current marking period grades and year to date attendance data.

Additionally, parents will have multiple opportunities to participate in workshops designed to give parents useful information to support their child academically. These content area specific workshops will be conducted by school staff. Also, supports will be provided in the areas of psycho-social development through workshops developed by our school based support staff and network office and youth development staff

To strengthen the link between home and school, school staff will use the ONECALLNOW phone messaging system to communicate student absences, invite parents to school wide events, and workshops. Parents will also receive communication via monthly newsletters, calendars and website updates. Also, students with disabilities will have the opportunity to participate in academic intervention services offered through morning AIS, afterschool academy or Saturday academy. These additional services are offered in small class sizes with additional instructional resources including the use of technology.

**Budget and resources alignment**

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

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

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Recognizing the correlation between student discipline and student progress, our school has placed an emphasis on help to reduce student infractions, teacher referrals and student violence. The school based support team comprising of a school psychologist, two guidance counselors, a social worker and SAPIS worker will collaborate to implement positive behavioral intervention supports, anti-bullying initiatives, peer mediation training, crisis intervention and at-risk counseling. Additional the team will facilitate professional development for the staff to support a cohesive school environment where our students feel safe and welcomed. We are working with several community based organizations including the Sports and Arts Foundation to provide students will multiple afterschool activities.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

Teacher teams meeting in core content area team meetings will create at least two units of study aligned to the common core. All students will engage in completing the tasks. Teachers will provide feedback to students and will analyze the data to determine when and where students will need further opportunities to strengthen their understanding of key concepts.

### **Comprehensive needs assessment**

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

During the 2011-12 school year our students completed two tasks in ELA and Math. Gap analysis of the student work products revealed the need to address student needs through effective feedback.

### **Instructional strategies/activities**

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

The administrative team will develop the school wide program with specific times for teachers to meet by department. Teachers will use this time to review the curriculum and align it to the new common core state standards. With the support of the administrative team and network support staff teachers will identify units of study for which common core tasks will be developed. Teachers will plan lessons and instructional objectives with the goal of supporting all learners. Teachers will assess students using the common core tasks. Teachers will meet in departmental teams together with the administrators to review student work in order to surface the gaps in learning. The data will be used to make future instructional decisions.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Engaging parents in conversations around student performance is key to the success of our work. To this end, all efforts will be made to give parents up to date information on student performance and progress. In addition to the information provide on the ARIS parent link, parents will have quarterly access to a one page profile which will include state test results from the last four years, current marking period grades and year to date attendance data.

Additionally, parents will have multiple opportunities to participate in workshops designed to give parents useful information to support their child academically. These content area specific workshops will be conducted by school staff. Also, supports will be provided in the areas of psycho-social development through workshops developed by our school based support staff and network office and youth development staff

To strengthen the link between home and school, school staff will use the ONECALLNOW phone messaging system to communicate student absences, invite

parents to school wide events, and workshops. Parents will also receive communication via monthly newsletters, calendars and website updates. Also, students with disabilities will have the opportunity to participate in academic intervention services offered through morning AIS, afterschool academy or Saturday academy. These additional services are offered in small class sizes with additional instructional resources including the use of technology.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

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

Recognizing the correlation between student discipline and student progress, our school has placed an emphasis on help to reduce student infractions, teacher referrals and student violence. The school based support team comprising of a school psychologist, two guidance counselors, a social worker and SAPIS worker will collaborate to implement positive behavioral intervention supports, anti-bullying initiatives, peer mediation training, crisis intervention and at-risk counseling. Additionally the team will facilitate professional development for the staff to support a cohesive school environment where our students feel safe and welcomed. We are working with several community based organizations including the Sports and Arts Foundation to provide students with multiple afterschool activities.

## 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**

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

Building on last year's work, over the course of the 2012-13 school year, school leaders working together with teachers will refine the observation tool kit to provide teachers with meaningful, actionable feedback in support of student learning. Teachers will receive actionable feedback from frequent observations to support teaching learning.

### **Comprehensive needs assessment**

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

During the 2011-12 school year, the instructional leadership team commenced short frequent cycle observations. We recognize the need for effective feedback in improving teaching and learning.

### **Instructional strategies/activities**

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

At the beginning of the school year teachers will engage in professional development to review Danielson's Framework for Teaching and Learning with the goal of self identifying areas in need of support. The administrative team will collate the data to develop a professional development plan and to address the instructional focus for the school year. The administrative team will develop an observation schedule to accommodate a minimum of two observations per teacher per month.

Adapting Danielson's proven framework for the informal observation of instruction, school leaders will provide teachers with constructive feedback garnered through frequent classroom visitations. The feedback will cite evidence as outlined through the lens of a five part "informal observation" rubric that will be utilized by the principal and assistant principals. The five areas of assessment are the following: Planning & Preparation (Is instruction appropriate, differentiated and appropriately challenging?); Behavioral Objective (Is there clarity of instructional purpose?); Motivation (Is the instructional purpose linked to student interest?); Questioning Techniques; and Evidence of student learning.

The post-observation conference will provide teachers with an opportunity to reflect upon the subjective and objective evidence provided, offering them an opportunity for reflection and input. Additionally, the teacher and administrator will agree upon "Next Steps" for implementation and a reasonable date for their adoption.

During weekly departmental meetings, curriculum and instructional observation findings will be presented for review.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Engaging parents in conversations around student performance is key to the success of our work. To this end, all efforts will be made to give parents up to date information on student performance and progress. In addition to the information provide on the ARIS parent link, parents will have quarterly access to a one page profile which will include state test results from the last four years, current marking period grades and year to date attendance data.

Additionally, parents will have multiple opportunities to participate in workshops designed to give parents useful information to support their child academically. These content area specific workshops will be conducted by school staff. Also, supports will be provided in the areas of psycho-social development through workshops developed by our school based support staff and network office and youth development staff

To strengthen the link between home and school, school staff will use the ONECALLNOW phone messaging system to communicate student absences, invite parents to school wide events, and workshops. Parents will also receive communication via monthly newsletters, calendars and website updates. Also, students with disabilities will have the opportunity to participate in academic intervention services offered through morning AIS, afterschool academy or Saturday academy. These additional services are offered in small class sizes with additional instructional resources including the use of technology.

**Budget and resources alignment**

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

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

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

Recognizing the correlation between student discipline and student progress, our school has placed an emphasis on help to reduce student infractions, teacher referrals and student violence. The school based support team comprising of a school psychologist, two guidance counselors, a social worker and SAPIS worker will collaborate to implement positive behavioral intervention supports, anti-bullying initiatives, peer mediation training, crisis intervention and at-risk counseling. Additional the team will facilitate professional development for the staff to support a cohesive school environment where our students feel safe and welcomed. We are working with several community based organizations including the Sports and Arts Foundation to provide students will multiple afterschool activities.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Coach Empire Series and Rally New York Rehearsals are used in the AIS program.	Students participate in AIS 4 days a week for 37.5 minutes per day in small group instruction.	In addition to interventions provided during the school day, AIS services in ELA are offered though our after school and Saturday programs
Mathematics	Coach Empire Series, Triumph Learning Ladder of Success and the Coach Connected Online Learning tools are used in AIS.	Students in need of AIS services participate in the program 4 days per week in small group instruction.	In addition to interventions provided during the school day, AIS services in Math are offered though our after school and Saturday programs
Science	Students needing academic support in Science meet with teachers during the morning AIS periods. Additional support is provided through increased seat time.	Students receive 215 minutes of instruction per week. Teachers provide academic support during the allotted instructional periods.	In addition to interventions provided during the school day, AIS services in Science are offered though our after school programs.
Social Studies	Students needing academic support in Social Studies meet with teachers during the morning AIS periods. Additional support is provided through increased seat time.	Students receive 215 minutes of instruction per week. Teachers provide academic support during the allotted instructional periods.	In addition to services provided during the school day, AIS services in Social Studies are offered though our after school programs.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At- risk counseling services are provided on an as needed basis. The counseling staff determines the duration and frequency	The counseling services are provided in one to one and small groups depending on the needs of the students.	The services are provided during the regular school day.



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

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

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

Our current faculty is comprised of highly experienced teachers with master's degrees in their respected fields. Historically, we have a very stable staff. As such, there is no need for teachers to engage in further study to become highly qualified. However, in order to maintain a well qualified staff, there is a need for high quality professional development.

Effective professional development is centered on teacher needs and teacher input. Our professional development plan includes bi-monthly workshops designed to engage the staff in instructional practices to meet the needs of all learners. Additionally, our staff will attend network level professional development in the core content areas. Another key area of focus is in the area of technology integration. Our staff will receive further training on the effective use of interactive board in support of learning.

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>JOSE RUIZ</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>231</b>
School Name <b>I.S. 231 Magnetech 2000</b>			

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

Principal <b>Emmanuel Lubin</b>	Assistant Principal <b>Rita Baffour</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Myrtha Orphee</b>	Guidance Counselor <b>Karine Labossiere</b>
Teacher/Subject Area <b>Rachelle Andre ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Walesky Belizaire BILINGUAL</b>	Parent Coordinator <b>Kecia Pinckney</b>
Related Service Provider <b>Ellen Wikow</b>	Other <b>type here</b>
Network Leader <b>STEVE CHERNIGOFF</b>	Other <b>type here</b>

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>641</b>	Total Number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>5.77%</b>
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## Part II: ELL Identification Process

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

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

The ELLs are identified with the administering of the Home Language Identification Survey which includes the informal oral interview in English and in the native language. Our ESL and bilingual teachers administer the initial screening to the potential ELLs. We are fortunate to have French, Haitian Creole, and Spanish speaking pedagogues who provide translation services when necessary. The students are also formally assessed with the LAB-R within 10 days of their admittance. Spanish speaking students are administered the english LAB-R followed by administration in Spanish to determine English and Native language proficiency.

All parents are welcomed and informed in English and their native language. School staff explains the Home Language Identification Survey, and parents are given the ELL Parent Brochure which provides them with explicit information about the two types of programs that are available at our site.

Ms. Orphee (ESL Teacher), Ms. Andre (ELA Teacher), Ms. Labossiere (Guidance Counselor, Mr. Belizaire (Haitian Creole Bilingual Teacher) and Ms. Damico (Community Associate) assist with the LAB-R and HLIS.

Parents are given a Parent Survey and Program Selection Form which provides them with the options of choosing the most appropriate program model for their child. All parent notifications will be offered in English and the native language. The parents are also given an entitlement letter, a placement letter, and other relevant documents. We use translated materials such as brochures, DVDs provided by the Office of ELLs and services offered by the Translation and Interpretation Unit to facilitate document translation and interpretation services, as needed.

After the student is administered the LAB-R and the student's language needs are assessed, a letter is sent to the parent inviting him/her to an orientation in order to inform parents about the 3 program choices. The parents of students who are eligible for our inhouse Haitian Creole Bilingual program are encouraged to meet with the teacher and visit the classroom prior to making the decision.

Entitlement letters, parent surveys and program selection forms are sent to the parents with the student. The ESL teacher follows-up with the parents through phone contacts to ensure that all forms are returned.

Students are recommended for the Haitian Creole Bilingual program if they are new arrivals from Haiti. Students are offered ESL services based on the eligibility requirements on the LAB-R. Any student who is not proficient based on the LAB-R is offered a seat in the free standing ESL program and are given ESL instruction.

Over the last three years, the Haitain creole parents have favored the Haitian Creole Transitional Bilingual program followed by Free-Standing ESL. Few students have opted for the dual language program. Those who do, are referred to other schools in the district which offer such programs. The programs offered at I.S. 231 substantially meet the needs of our parents.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)								6	8					14
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>								13	10					23
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	19	18	0	0	0	0	37

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	25
SIFE	6	ELLs receiving service 4-6 years	10
		Special Education	5
		Long-Term (completed 6 years)	2

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	14	3								14

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	13	2	2	10	1	3				23
Total	27	5	2	10	1	3	0	0	0	37

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								6	8					14
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>						

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								4	5					9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								7	3					10
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2					2
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

At I.S. 231 we utilize the organizational model of pull-out for ESL and self-contained for the Transitional Bilingual Program. ESL students travel to the ESL teacher/class according to their mandated frequencies. The bilingual students spend the majority of their school day in their homeroom, and travel out to various electives such as music, visual arts, dance, and gym.

In the Transitional Bilingual Program the classroom environments are language rich, always supporting the language development of students by using realia, manipulative[s], graphs, models, visual aides, and technology. As the students develop fluency in English, instructional time in English instruction increases. Whereby, providing:

- Grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help ELLs attain English language proficiency.
- Help ELLs meet or exceed New York State and City standards.

The ESL teacher has developed a school-wide program/schedule which clearly outlines the amount of time and days that each student must report to her for service. All related classroom teachers and service providers have been notified in writing of their students' schedule so that they are well aware of the mandated number of instructional minutes. The following outlines each proficiency level units required for each sub-group of ELLs –

1. Beginning level receives 360 minutes per week of ELL; 90 minutes per day of NLA
2. Intermediate level receives 360 minutes per week of ELL; 90 minutes per day of NLA
3. Advanced level receives 180 minutes per week of ELL; 45 minutes per day of NLA
4. All ESL and Transitional Bilingual Students receive 300 minutes of ELA per week

The self-contained program (TBE) teacher allows approximately 50% of the instructional time to teach explicit ELA and NLA. The implementation of our transitional bilingual program fosters active learning with the emphasis on technology (i.e. Internet, Microsoft Word, Excel...), multi-age grouping, and project-based learning.

### Instructional blocks for TBE program

The curriculum for TBE students that are at or near grade level in native language literacy include several content courses taught in the native language. English is systematically introduced in the content. The balance of the courses taught in the native language steadily decrease as students develop English proficiency and literacy skills to participate fully in all-English content courses. Content area instruction in the TBE classroom is delivered using 50% English and 50% Haitian Creole within the same lesson. Technology is heavily

## A. Programming and Scheduling Information

infused to differentiate instruction to meet individual student needs. In addition to reading materials in English, there is an extensive library of Haitian Creole text to support literacy in the native language.

Students with Interrupted Formal Education or SIFE requires special attention. The SIFE ELLs receive extended instructional time, which is offered through after-school classes or tutoring, Saturday programs, and/or summer programs. We provide our SIFE students courses in small groupings. Small-group work in the supplemental program is important to meet the diverse needs of learners. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. Extended-day support and one-to-one tutoring is provided to students who require additional support to meet standards.

### Instructional Plan for New Comers - Supplemental Academic Support Programs

Collaborations with colleagues are an essential component to the success of our programs. The LAP team meets weekly to develop and evaluate curriculum. The members focus on planning interdisciplinary projects that meet the needs of students in a multi-age setting; by paying careful attention to students' evolving knowledge of their subjects (reading, math, and others), teachers group their students by ability and instructional needs and proficiency levels in English.

The language teacher chooses content passages which illustrate the language structures and/or functions that are taught. The school purchases additional resources to support and augment ELL learning. Sustained support at grade level for both English language and academic-content acquisition is the answer based on research findings. Listed below are the rationales for our supplemental academic support programs that we have in place:

- total physical response
- language experience approach
- communicative-based methodologies
- honor silent period but encourage talk through purposeful and communicative learning opportunities
- pre-teach key concepts, skills, and academic language in English
- literacy development in English

We utilize the many programs and services that the Office of English Language Learners provides to facilitate our ELLs and their families with equity and access to an excellent education. We implement these strategies utilizing diverse venues, such as: Providing professional development to staff, including teachers, administrators, school staff and parents through forums, events, institutes, workshops and conferences. We provide professional development which support the academic performance of our ELL students in the core content areas to our staff.

We continue to apply for Targeted Funding; which are grants from the Office of ELLs targeting high-needs areas and program models ripe for expansion, providing funding for schools to plan, strengthen and share strategies that work.

We review and survey suggested solutions and pilot programs as a way to find innovative interventions to raise the performance of all ELLs, especially struggling learners.

In ESL the teacher uses the Language Program from Sopris West and the Vision program to support English language acquisition. In addition, we use the Rosetta Stone English Language program to support both speaking and listening. We also use the COACH NYSESLAT Review Workbooks to support our ESL students.

In order to effectively assess our students in their native language we order glossaries and where available we have test booklets in the native language.

Our long term ELL and students receiving services for 4-6 years are offered additional support through a Saturday Academy, afterschool tutoring and academic intervention supports in our morning AIS programs.

The ELLs with disabilities are monitored to ensure that all services mandated by their IEP are met. The IEP teacher regularly meet with the ESL teacher to ensure compliance in this area. The students who need supports based on their SWD designation are assessed to determine reading deficiencies. These students receive additional support through resource room or in a self-contained special education class.

**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	Haitian Creole and English		
Social Studies:	Haitian Creole and English		
Math:	Haitian Creole and English		
Science:	Haitian Creole and English		

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

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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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

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?

Through a Saturday program targetted to ELLS (both ESL and TBE), students receive additional supports in the content areas. Also, a licensed math teacher who is fluent in both Spanish and Haitian Creole work with our ELLS students during the school day to enhance math instruction.

Students who meet the proficiency requirements based on the NYSESLAT continue to receive support thorough our morning AIS program. Additionally these students receive time and a half on the standardized state exams.

Although no new programs will be offered the upcoming school year, we will continue to explore the feasibility of extending our TBE program. No programs will be discontinued.

Not only are our ELLS offered the same opportunities to engage in the arts, sports and other extracurricular activities, we help our ELL students to participate in community events. Each year our ELLs participate in trips designed to foster a greater appreciation for their culture and that of others.

All of our ELL students have access to the computer lab for instruction and to conduct research. Additionally, the ESL room and TBE classroom are equipped with desktops and laptops.

The TBE classroom by design supports the native language through a 50-50 instructional model. The classroom librairies are offered in both English and Haitian Creole to support the literacy needs in both languages. Since most of our students speak either Haitian Creole or Spanish, we have built libraries in both languages in the ESL classroom. Students are encouraged to continue to read in the native language. Dictitionaries in both languages are also available. All the required language materials are age appropriate and are spread over several grade levels to meet the needs of our students.

Our 8<sup>th</sup> grade ELL take Spanish as an 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)?

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

### Professional Development and Support for School Staff

During the 2011-2012 school year, school leaders plan to administer a variety of ESL-based professional development sessions that will introduce, reinforce, and supplement ESL instructional methods school wide. Professional development will include data days; teachers will be allowed set time to review student data and collaborate for developing action plans for individual student based on need.

1. Learn and utilize new strategies to differentiate instruction for all learners.
2. Use various assessment methods in conjunction with #1 above will help raise academic achievement of all students and improve Standardize tests scores.
3. Develop at least one interdisciplinary unit to be taught in collaboration with another teacher.
4. Incorporate the use of technology into the curriculum.
5. Incorporate lessons to improve LAB-R, NYSLAT, and other Standardized test scores.

#### Strategic Plan Professional Developmental Goals:

- CURRICULUM:

To develop staff understanding of district curriculum standards.

- TECHNOLOGY:

To use technology to enhance teaching and learning.

- ENGLISH LANGUAGE LEARNERS:

To recognize and address the particular needs of English Language Learners.

- SPECIAL EDUCATION:

To recognize and address the particular needs of Special Education Students.

- ASSESSMENT:

To provide staff with knowledge and skills to understand, acquire, and use a repertoire of assessment strategies.

- TEAM BUILDING:

To build capacity of teams to work together toward a common purpose.

- LEADERSHIP:

To grow leadership capacity among staff.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### Parent and Community Involvement

Community support comes from many organizations, ranging from the Sports & Arts Foundations, Flushing Town Hall, Center For Arts Education. These organizations provide after school tutors, trophies, honor roll certificates, and special programs or concerts, and incentives. We plan to make use of these resources to enhance the community/parent involvement in our school which, would benefit the ELLs and the overall school wide population. The I.S.231 community rates the school climate as good. On an informal survey parents/guardians indicated that the school provides a safe environment and a facility conducive to learning. I.S. 231 has a PTA that hosts events aimed at improving homework activities and communicates principles and goals to the community at large.

### Parental Support

The relationship between families and the school is mutually beneficial. A number of parents participate in PTA meetings, conduct annual fundraisers (such as raising money for an after-school library), and serve on committees. In addition, parents will be encouraged to volunteer in the classroom to read with students and participate in other academic activities. In turn, the school staff stays in close contact with parents through teachers who serve as parent advisers to ensure continuous communication. The school will also sponsor informational events such as a program on college financing/Financial Literacy. Finally, the school staff will work with parents to help them understand the academic program and the assessment portfolio process.

School staff currently holds orientation sessions for families of grade 6-8 to acquaint them with the school, the curriculum, and the students' day. Teachers and school staff will continue this outreach with monthly workshops to familiarize parents with school programs like Action 100 and Writing Matters. Parents are invited on class field trips and kept informed about the expectations of the state testing program. Each morning, parents are encouraged to drop-off their students and schedule appointments to visit classroom teachers before the school day begins. The school promotes an open door policy and parents know they are welcome at the school. All of these efforts have led to an increase in parent involvement and will progressively continue.

In addition to the parents, the surrounding community has shown its support to the school through special projects such as the March of Dime Walk, or Penny Harvest.

### Strengthening Parent Involvement

Parents are notified of student progress during and at the end of each marking period through parent conferences, brunch, dinner, school and community activities; providing students and parents an informal setting to lower affective filters and report cards.

We encourage our parents to:

- provide a language-rich home environment by involving children in conversations and household routines in the home language
- encourage maintenance of reading skills in the home language
- Ask children about their school day, what they learned, and if they have homework

### Supplementary Programs for Families

Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Haitian Creole by school staff on various topics of interest, including technology classes.

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.

## 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)								8	6					14
Intermediate(I)								7	6					13
Advanced (A)								4	6					10
Total	0	0	0	0	0	0	0	19	18	0	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	3	5			8
8	8	4			12
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									0
7	2		8		1				11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	5		7		1				13
NYSAA Bilingual Spe Ed									0

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

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

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

Native Language Tests								
Test)	# 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
Chinese Reading Test								

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

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

### VI. Data Analysis

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2011-12, about 1/2 of the ELLs are in grade 7 and 1/2 are in 8th grade. Of the 37 ELLs, 14 students are in the bilingual program.

Based on the NYC ARIS and ATS data:

- 5 of our 37 ELLs have IEPs
- There are 2 Long-Term ELLs
- The NYSESLAT Results indicate that 37% of the students are Beginners, 35% are Intermediate and 28% are Advance
- The NYSESLAT Modality Analysis reveal indicate the need to focus on Reading and Writing as 17 of the 37 students are beginners while in Listening and Speaking 10 of the students are beginners.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level and not meet proficiency.

### Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.

- Utilization of the Writing Matters to support ELLS in writing.
- Action 100 reading program which uses just right books to support reading comprehension.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

#### Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student’s data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE classes, ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** LS 231 MAGNETECH 2000

**School DBN:** 29Q231

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
EMMANUEL LUBIN	Principal		1/1/01

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
RITA BAFFOUR	Assistant Principal		1/1/01
KECIA PINCKNEY	Parent Coordinator		1/1/01
MYRTHA ORPHEE	ESL Teacher		1/1/01
	Parent		1/1/01
WALESKY BELIZAIRE	Teacher/Subject Area		1/1/01
RACHELLE ANDRE	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
KARINE LABOSSIÈRE	Guidance Counselor		1/1/01
STEVE CHERNINGOFF	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 29Q231      **School Name:** I.S 231 MAGNETECH 2000

**Cluster:** 6      **Network:** 610

**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**

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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.

The RNMR report from ATS reveals the home language of all ELLS. Additionally, all new registrants complete the home language survey which indicates the home language of incoming students. Throughout the year, we collect data from parents to determine the preferred language in which parents want to receive official school information. The data reveals we need to provide written translation services to 25 homes in Haitian Creole and 7 homes in Spanish. Our staff will translate parent materials in Haitian Creole and Spanish. We also have the capacity to provide oral translation services in Haitian Creole and Spanish when the need arise.

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.

Based on the data collected from ATS, we have identified the translation and interpretation needs in Haitian Creole and Spanish. This information is disseminated to the community through the weekly newsletter, faculty conference and School Leadership Team meetings.

## Part B: Strategies and Activities

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

We will use the translation services of the DOE at [schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610-4A3A-81DC...](https://schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610-4A3A-81DC...) As in the past, we will also access Google translation. Our Haitian Creole and Spanish staff members are equally versed in their mother tongues. As we are fortunate to have several on our staff who speak Spanish or Haitian Creole, we also use in-house translation and interpretation services to ensure that all parents receive communication in their preferred language.

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.

I.S. 231 will provide in-house interpretation services by our school staff in both Haitian Creole and in Spanish. For parents who speak a language for which we have no staff who speak that language, we will use the call in interpretation services. Additionally, all offices are equipped with internet access. Office staff will be trained to use online translation services such as that offered by Google.

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>.

I.S. 231 will utilize the translation services described in answer #1 of Part B to fulfill Section VII of Chancellor's Regulations by submitting the material to be translated prior to the due date. Subsequently, the parents/guardians of our ELL students will receive the material with time allotted for careful review and considerations.

## 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. 231 MAGNETECH 2000	DBN: 29Q231
Cluster Leader: JOSE RUIZ	Network Leader: STEVEN CHERNIGOFF
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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 type="checkbox"/> 6 <input 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: 2
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

I.S. 231 serves approximately 308 students in Grade eight. Based on ATS data, there are 17 identified ELL students. This constitutes 5.2% of the total school population. Those students whose home language is Haitian Creole number 11. Of the remaining 6 students, 2 speak Spanish at home and 4 speak French.

Six of our ELL students receive instruction in a self contained Haitian Creole bilingual program. The remaining students participate in an ESL pull-out program during the school day. ESL students travel to the ESL teacher/class according to their mandated frequency in accordance with CR Part 154. The bilingual students receive instruction in English and the native language in their homeroom and travel out to various electives such as music, visual arts, dance, and gym.

In order to meet the needs of all ELLS in our supplemental program, we follow a two prong approach using both after-school and Saturday academies. The after-school program focuses on the needs of the transitional bilingual students. These students receive supplemental support in both English and Haitian Creole. The Saturday academy, which runs for 3 hours a week from January through June, provides additional supports in ELA and Mathematics using English as the instructional language. Both supplemental programs integrate technology in order to differentiate instruction to meet the needs of individual students. Additional materials include the Boardworks Interactive Middle School software, COACH from Triumph Learning, The Essential Skills for Reading and The Essential Strategies for Math from Rally, leveled libraries from Scholastic, and Ladder of Success in Math.

### 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:

At I.S. 231 we support teachers through sustained, differentiated professional development. In the past, our teachers have attended QTEL trainings and BETAC trainings so as to improve their instructional techniques. We also have an ESL Consultant from the Network that visits the school and provides professional development opportunities. Professional Development topics that will be covered this year

### Part C: Professional Development

are Data Analysis for ELLs, Differentiation of Instruction, Writing Matter Teacher Intensives, Preparing for the NYSESLAT, Examining the Language Allocation Policy, Preparing ELLs for the ELA, etc. This year we also plan to have our teachers continue to attend workshops offered through the Office of ELLs. To facilitate this process we have allocated per diem funding to cover the cost for 3 days of professional development. In addition to external workshops we utilize our network instructional specialist to develop and coordinate in school PD. Although the professional development to support ELL students is targeted to the bilingual and ESL teachers, our goal is to encourage teachers in all core content areas to attend the trainings. In prior years, ELA teachers have responded favorably to workshops that support ELLs. This year there is an emphasis on implementing universal design for learning (UDL) in the content areas. Teachers will participate in professional development that supports ELLs in Math, Science and Social Studies through UDL. Teachers engage in ongoing professional development twice a month on Friday mornings from 8:00 AM to 8:45 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:

This year we will continue to engage our parent community through parent workshops in support of our ELL students. Our goal is to encourage all the parents of ELLs to participate with their child. The parent coordinator will work with the ESL teacher to coordinate an outreach for ELL parents. In addition to written invitations translated in their native language, parents will receive phone messenger messages in advance of the workshops. Through a parent survey it will be determined whether the workshops will take place weekday evenings or on Saturday mornings in order to find a schedule that will facilitate the parents' attendance. The following topics will be addressed:

1. Cultural Assimilation and Introduction to the U. S. Educational System in March 2013
2. Preparing for High School & College on March 20, 2013
3. Using School and Community Resources to support your child's academic performance on February 12, 2013
4. Using Technology to Support your child's academic success in March 2013
5. Internet Safety on January 8, 2013

To meet the needs of the workshop attendees the workshops will be delivered in four languages: English, Spanish, French and Haitian Creole. Additionally, the materials distributed will be translated using the DOE translation services. Light refreshments will be offered to the parents. To ensure greater participation in these workshops, we plan to offer baby-sitting services when necessary. Research has

**Part D: Parental Engagement Activities**

shown that parents that are involved in their children’s education have children that are successful in school. As such, we will make every effort to encourage parents to actively participate in our school community.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		