



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** RACHEL CARSON INTERMEDIATE SCHOOL 237, MAGNET SCHOOL FOR THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q237

PRINCIPAL: JUDITH FRIEDMAN

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SUPERINTENDENT: DANIELLE DIMANGO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Judith Friedman	*Principal or Designee	
Wendy Gold	*UFT Chapter Leader or Designee	
Sneha Nachankar	*PA/PTA President or Designated Co-President	
Ina Malkin	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	
Seema Saleem	Member/Parent	
Aley Fatma	Member/Parent	
Ruchika Chauhan	Member/Parent	
Margaret Figueroa	Member/Parent	
Marilyn DeMauro	Member/Teacher	
Yolanda Vozollo	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, a targeted subgroup consisting of intermediate and marginally advanced students in the ESL program (to be determined after an examination of the data) will show advancement in the area of English language arts as evidenced by 50% of that group attaining targeted annual goals established by the Lexile scores in the Achieve 3000 program.

### **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.

### **3 Year Analysis of ELA Performance for All Students**

	<u>2011-12*</u>	<u>2010-11*</u>	<u>2009-10*</u>
Level 1	13%	18%	16%
Level 2	41%	40%	39%
Level 3	44%	40%	38%
Level 4	1%	2%	8%
Level 3 & 4	45%	42%	46%

\* nySTART

### **3 Year Analysis of ELA Performance for Limited English Proficient Students**

	<u>2011-12*</u>	<u>2010-11*</u>	<u>2009-10*</u>
Level 1	49%	66%	67%
Level 2	46%	31%	29%
Level 3	5%	3%	4%
Level 4	0%	0%	0%
Level 3 & 4	5%	3%	4%

\* nySTART

### **3 Year Analysis of ELA Performance for Students with Disabilities**

	<u>2011-12*</u>	<u>2010-11*</u>	<u>2009-10*</u>
Level 1	26%	18%	28%
Level 2	63%	67%	55%
Level 3	11%	16%	17%
Level 4	0%	0%	0%
Level 3 & 4	11%	16%	17%

\* nySTART

### **3 Year Analysis of ELA Performance for General Education w/o Students with Disabilities and LEP:**

	<u>2011-12*</u>	<u>2010-11*</u>	<u>2009-10*</u>
Level 1	12%	1%	2%
Level 2	39%	39%	36%
Level 3	48%	57%	51%
Level 4	1%	2%	11%
Level 3 & 4	49%	59%	62%

\* nySTART

In setting goals for 2011-12, it was decided to make the LEP subgroup a focus in the area of English language arts instruction. With the number of LEP students attaining a level of 3 or 4 increasing from 3% in 2010-11 to 5% in 2011-12, a dramatic decrease in the percent of students at level 1, and dramatic increase in students achieving at level 2, we will once again target the LEP population as a goal for the coming year 2012-13.

The NYSESLAT test results shown below indicate, as expected, that students scored better in the areas of listening and speaking than reading and writing which require a higher level of language development. It was encouraging to see advancement in the percent of LEP students who are performing at the higher levels on the reading and writing portions. This too encouraged us to continue with goal #1.

### **Analysis of NYSESLAT Performance: Listening and Speaking**

	<u>2011-12*</u>	<u>2010-11*</u>	<u>2009-10*</u>
Beginner	8%	14%	30%
Intermediate	26%	30%	26%
Advanced	34%	26%	21%
Proficient	32%	30%	24%

\* nySTART

### **Analysis of NYSESLAT Performance: Reading and Writing**

	<u>2011-12*</u>	<u>2010-11*</u>	<u>2009-10*</u>
Beginner	21%	35%	48%
Intermediate	31%	33%	28%
Advanced	27%	16%	17%
Proficient	20%	16%	7%

\* nySTART

### **Conclusions**

Based on the data and discussion above we have come to the following conclusions which will impact the design of the 2012-13 instructional programs.

- 1) There will be a continued focus in the area of language arts instruction for all students.
- 2) With regard to the identified group of LEP students, resources will be allocated in order to provide additional opportunities for these students to advance their skills in the area of language acquisition, reading comprehension, and writing.

### **Challenges**

- 1) A significant challenge we face in the advancement of English language skill acquisition is the diminished dependence on English in the community outside the school. Evidence of this is all around us. The preponderance of commercial signs in the downtown area for advertising as well as others which provide general information are not written in English. Some establishments only offer written material in languages other than English.
- 2) The LEP population relative to the total student population continues to be quite high at approximately 20-25%.
- 3) Within the LEP subgroup, 10% have an identified learning disability and are also included in the Students with Disabilities subgroup.

### **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.

### **Program and personnel:**

- Purchase and train teachers in Columbia University's Teachers' College Language Arts program
- Continue with Achieve 3000 computer program and components. Implement use within the instructional program.
- Create push in and pull out ESL classes.
- Classes to be organized for ESL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ESL teachers.
- Leveled pull out small classes to be organized in which ESL teachers provide instruction.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ESL students face.

- Teacher teams assess needs and develop strategies to support language instruction for ELL's during regular instruction and Advisory extended periods.
- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.
- ESL teachers to evaluate progress using Achieve 3000 Lexile Scores.

**Supplemental Services:**

- After school programs led by ESL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in small group settings.
- Employ the use of computer programs Achieve 3000 for intermediate and advanced level students and Rosetta Stone (pending funding) to support in school and at home learning.
- Translation services provided to support ELL students and families.
- Evening Family Literacy Program for ELL's and their families.
- Residency programs in the Arts support listening, speaking, and writing skills.
- AIS services provided for identified students.

**Professional development:**

- Organize and conduct parent workshops on Achieve 3000 for at home usage.
- Teachers attend workshops provided by CFN network.
- ESL teachers attend off site conferences.
- Teachers to receive training in Common Core Learning Standards as they relate to ELL's.
- Guide teachers in the development of test construction and questioning skills aligned with NYS standardized assessments.
- Familiarize teachers with test formats.
- Provide professional development for teachers to advance strategies which address content area instructional techniques for ELL's by principal and AP's in the area of writing skills.

**Responsible staff members and timeline:** Administrators, teachers, paraprofessionals, parent coordinator, outside service providers (instruction, staff development), guidance personnel, network support specialist. These are the staff members who will implement this plan from the beginning of the school year to the point at which success will be assessed in June 2012. In the fall, baseline data will be gathered and targeted growth levels established. Progress will be monitored and adjustments to instruction made through the winter.

**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's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Specific actions are highlighted related to this goal are highlighted below.

- Parents involved in the use of Rosetta Stone program pending funding

- Translation services provided to encourage the school-parent relationship
- Evening literacy programs for parents and students together
- Parent coordinator to serve as a non-voting member of the School Leadership Team
- Parent coordinator attends and shares information at scheduled PTA meetings
- Provide parents with written and verbal progress reports
- 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
- Conduct parent workshops on matters pertinent to this goal
- Host Annual Title I Parent Meeting in September with translation services 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

**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  C4E  Other

If other is selected describe here:

Contract for excellence, known as C4E, is an ESL funding source.

**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).

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Human resources services: Supervisory, teacher, guidance

- Teachers' College Literacy program.
- Roundabout Theater

- 21<sup>st</sup> Century grant provides resources to support after school core subject instruction.
- Anticipated funding for SES services would be used to enhance after school instruction.
- Participation in a research based violence prevention program designed to reduce bullying and other behaviors which dilute attention to academics.
- SAPIS workers provide services designed to improve school attendance for at risk students.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

By June 2013, 45% of the Students with Disabilities subgroup will show advancement in the area of mathematics as evidenced by Level 2 or higher performance on the new NYS Math test.

### **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.

### 3 Year Analysis of Math Performance for All Students

	<u>2011-12*</u>	<u>2010-11*</u>	<u>2009-10*</u>
Level 1	5%	5%	7%
Level 2	16%	20%	24%
Level 3	37%	36%	36%
Level 4	42%	39%	34%
Level 3 & 4	79%	74%	70%

### 2 Year Analysis of Math Performance for Students with Disabilities\*

	<u>2011-12*</u>	<u>2010-11*</u>
Level 1	23%	19%
Level 2	42%	47%
Level 3	28%	27%
Level 4	7%	7%
Level 3 & 4	35%	34%

\* nySTART

## 2 Year Analysis of Math Performance for General Education Students\*

	<u>2011-12*</u>	<u>2010-11*</u>
Level 1	3%	2%
Level 2	13%	15%
Level 3	38%	35%
Level 4	46%	48%
Level 3 & 4	84%	83%

\* nySTART

In the 2011-12 school year, IS 237's students with disabilities population demonstrated weakness in the area of mathematics as evidence by only 35% of students attaining a performance level of 3 or 4 on the NYS math test. These results were fairly consistent with results from the previous year with the exception that a higher percentage of students performed at Level 1 in 2012 than in 2011. Among general education students, 84% achieved a performance level of 3 or 4 in the 2011-12 school year. While it is to be expected that many of the students with disabilities are significantly challenged by middle school math content, we recognize the need to provide consideration for this subgroup.

### Conclusions

Based on the data and discussion above we have come to the following conclusions which will impact the design of the 2011-12 instructional programs. There will be a particular focus in the area of mathematics instruction for the subgroup students with disabilities. Within the sub group students with disabilities, those students performing at a high level 2 will be identified and resources will be allocated in order provide additional opportunities for growth in this area.

We will also continue to allocate resources in the area of mathematics to provide all students performing at all levels opportunities to advance their skills.

### Challenges

- 1) Approximately 20% of our students participate in our special education program.
- 2) There is a wide variety of identified disabilities among the students in this group.
- 3) The disabilities which impact academic achievement for most of these students make it very challenging for them to achieve the standard required on high stakes tests.

### **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.

**Supplemental Services:**

- Before and after school programs provide opportunities for special education or general education core subject teachers to address math skills and test taking techniques.
- Students are to be identified and provided with AIS services. Students will be assigned to Advisory periods for targeted assistance in math and skills appearing on the NYS math assessment

**Professional development:**

- Guide teachers in the development of test construction and questioning skills aligned with NYS standardized assessments.
- Instruction will reflect common core standards.
- Familiarize teachers with test formats. Professional development by principal, AP's, and outside resources in the area of problem skills, questioning to promote thinking, and linking instruction to assessments.

**Responsible staff members and timeline:** Administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers (instruction, staff development), guidance personnel, network support specialist. These are the staff members who will implement this plan from the beginning of the school year to the point at which success will be assessed in June 2013. Baseline data will be gathered in the fall from prior year test results and targeted growth levels established. Progress will be monitored and adjustments to instruction made through the winter. A review of the 2012-13 ELA individual scale scores will serve as the measure of success in 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's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Specific actions are highlighted related to this goal are highlighted below.

- Conduct orientation for parents regarding special education processes and services
- Teachers and site supervisor maintain close contact with parents on an individual basis
- Communication channels employed to promote student participation and parent support for various academic supplemental services
- Parents provided with training on use of ARIS
- Provide parents with written and verbal progress reports
- Parent coordinator to attend PTA meetings
- Parent coordinator to give voice to all constituencies through non-voting participation on School Leadership Team
- 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

- Host Annual Title I Parent Meeting in September 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.
- Skedula (computer program) provides teachers, parents, and students access to information regarding student progress
- 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 which address the goal of advancing literacy skills
- 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

#### **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  ARRA  Other

If other is selected describe here:

Funding for implementation of Common Core Standards

#### **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).

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Human resources services: Supervisory, teacher, para professional, guidance

- 21<sup>st</sup> Century grant provides resources to support after school core subject instruction.
- Anticipated funding for SES services provided would be used to enhance after school instruction.
- Participation in a research based violence prevention program designed to reduce bullying and other behaviors which dilute attention to academics.
- SAPIS workers provide services designed to improve school attendance for at risk students.



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

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

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

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

By June 2013, students will experience two (2) units of instruction aligned with Common Core Standards in each of the core subject areas: English language arts, math, science, and social studies.

#### **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.

Instruction based on Common Core Standards is upon us and we expect it to have an increasing influence on our instructional program. We see our mandate as involving:

- aligning instruction with standards and Citywide Instructional Expectations.
- assess materials vis a vis standards
- understanding and applying complex concepts
- linking concepts and applications
- finding and using evidence from context
- encouraging transfer of skills from one topic or subject to another
- providing multiple access points for ELL's and SWD's

We will need to build on instructional skills and link them to changes in the grade level content. Further there is a need to ready students for new assessments, designed to guide our instruction, which are based on the Common Core Standards. Resources for personnel, materials, and professional development, will be allocated in order for us to be able to accomplish this goal.

Challenges we face include:

- a student population in which approximately 20% are not proficient in English
- advancing complex language skills in an environment which does not have its students immersed in language development
- a significant population of students with learning disabilities
- finding new materials suited for the new curriculum standards
- assessing current materials
- the nature of change and implementation issues

#### **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.

- Establish a committee prior to implementation to introduce the Common Core to the staff and plan for its implementation.
- Find common ground in the subject areas, build a plan for transition, and communicate expectations
- Implement Teachers' College reading and writing project in ELA classes (TCWRP units of instruction are based on CCS)
- Differentiate among the students' needs throughout the year
- Work with staff on the materials to be used to support instruction (Spring 2012- Fall 2013)
- Start process in 2011-12 for the 2012-13 implementation

**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's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Specific actions are highlighted related to this goal are highlighted below.

- Conduct orientation for parents regarding special education processes and services
- Teachers and site supervisor maintain close contact with parents on an individual basis
- Communication channels employed to promote student participation and parent support for various academic supplemental services
- Provide parents with written and verbal progress reports
- Parent coordinator to attend PTA meetings
- Parent coordinator to give voice to all constituencies through non-voting participation on School Leadership Team
- Conduct parent workshops with topics that may include Common Core Standards
- 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 which address the goal of addressing Common Core Standards
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- 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 Common Core Standards

**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).

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Human resources services: Supervisory, teacher, para professional, guidance

- Professional development to support awareness of instructional implications of Common Core Standards
- Departmental reviews of materials in connection with implementation of Common Core Standards
- 21<sup>st</sup> Century grant provides resources to support after school core subject instruction.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By April 2013, attendance in Advisory program classes will show an increase of 5% compared to the 75% attendance rate in the previous year (2011-12).

### **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.

Supplemental instructional classes (Advisory) have been programmed 2 periods per week in the afternoon, 50 minutes per period. Instruction targets content aligned with NYS assessments in ELA and Math. An assessment of the data revealed that the attendance rate at Advisory periods has been approximately 75%. Based on this information, we saw a need for an organized, multifaceted effort to raise the level of attendance at Advisory sessions whose specific purpose is to serve as a resource for those students who have been identified to be in need of additional services.

### **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.

### **Program and personnel:**

- English and social studies teachers will work with identified students in need of language arts instruction.
- Math and science teachers will work with identified students in need of math instruction.
- Students who need instruction in both areas are programmed accordingly.
- ELL students in this program are serviced by ESL and content area teachers.
- Groups formed homogeneously based on most recent NYS assessment results (ELA, Math, or NYSESLAT).
- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data, discuss students' needs and make decisions regarding instruction.

### **Implementation:**

- Include Advisory periods in students' programs.
- Communicate details and purpose of Advisory program to parents via letters to home, website inclusions, programmed calls to all homes, on progress reports, calls to individual homes for non attendees
- Progress will be monitored and adjustments to communication efforts to be made as necessary through the winter. A review of the attendance data will serve as the measure of success in the spring of 2013.

**Professional development:**

- Staff members trained in use of equipment and other resources used to reach out to parent in support of this goal.

**Responsible staff members:** Administrators, teachers, guidance counselors, paraprofessionals, parent coordinator, school aids, and secretaries. Staff members will implement this plan from the beginning of the school year to the point at which success will be assessed in the spring of 2013 and beyond. Baseline attendance data will be gathered in the fall.

**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's efforts to seek parents' involvement in support of this goal are outlined in the Parent Involvement Policy. Parent involvement relating to this goal will be highlighted within the endeavors indicated below.

- Parents play an important role in our efforts to attain this goal. To that end, newsletters, announcements at PTA meetings, letters home, and the school website will be put out seeking parents' assistance in encouraging students to attend advisory.
- 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
- Host Annual Title I Parent Meeting in September 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 which address the goal of advancing literacy skills and the role of the Advisory Program
- Provide parents with written and verbal progress reports

**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           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).

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and Title III funds to implement this action plan.

Human resources services: Supervisory, teacher, para professionals, guidance, school aides

- 21<sup>st</sup> Century grant provides resources to support after school core subject instruction.
- Anticipated funding for SES services provided as an outgrowth of SINI status would be used to enhance after school instruction.
- Participation in a research based violence prevention program designed to reduce bullying and other behaviors which dilute attention to academics.
- SAPIS workers provide services designed to improve school attendance for at risk students.

**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	<ul style="list-style-type: none"> <li>• Advisory Program: The extended day program (two 50 minute periods of instruction) for mandated students in small groups. The focus is on literacy and math. There is also a literacy based program which addresses adolescent issues.</li> <li>• 21<sup>st</sup> Century Grant: clubs, enrichment</li> <li>• Achieve 3000: A computer based language arts program for ESL and special education students.</li> <li>• Rosetta Stone (pending funding): a computer based program targeting listening and speaking skills.</li> <li>• CTTELL Program: A Collaborative Team</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li>   <li>• Small group</li>   <li>• Small group</li>   <li>• One to one</li>   <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li>   <li>• After school</li>   <li>• During school day</li>   <li>• During school day</li>   <li>• During school day</li> </ul>

	<p>Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers.</p> <ul style="list-style-type: none"> <li>• Arts oriented programs. For students demonstrating talent or interest in one of the performing or visual arts. (Roundabout and 21<sup>st</sup> Century)</li> <li>• Queens Child Guidance Program (OST): A program with academic, recreational, and meal components.</li> <li>• Emergency Resource Room and Counseling Services: A one to one service for general education students identified by the principal and the PPC as being 'at risk.' Short term (10 weeks) intervention based on student need.</li> <li>• Wilson Program: A phonics based program which provides academic</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li>   <li>• Small group &amp; one to one</li>   <li>• Small group &amp; one to one</li>   <li>• Small group</li>   <li>• Small group</li> <li>• Tutoring</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During and after school</li>   <li>• After school</li>   <li>• During and after school</li>   <li>• During school</li>   <li>• After school</li> <li>• After school</li> <li>• After school</li> </ul>
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	<p>support for the neediest students in the area of reading. Identified students receive 5 periods of small group instruction with a teacher who has been specifically trained in the Wilson program.</p> <ul style="list-style-type: none"> <li>• Family Literacy Program</li> <li>• Language Arts tutorials</li> <li>• Homework Help</li> </ul>		
<p>Mathematics</p>	<ul style="list-style-type: none"> <li>• Advisory Program: The extended day program (two 50 minute periods of instruction) which operates for mandated students. The focus is on literacy and math.</li> <li>• 21<sup>st</sup> Century Grant: clubs, enrichment</li> <li>• CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers.</li> <li>• Emergency Resource Room and Counseling Services: For general</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li>   <li>• Small group</li> <li>• Small group</li>   <li>• Small group &amp; one to one</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li>   <li>• After school</li> <li>• During school day</li>   <li>• During and after school</li> </ul>

	<p>education students identified by the PPC as being 'at risk.' Short term (10 weeks) intervention based on student need.</p> <ul style="list-style-type: none"> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> </ul>
Science	<ul style="list-style-type: none"> <li>• CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers.</li> <li>• ESL teachers will work directly with Science teachers in their classes.</li> <li>• Teachers plan for and provide differentiated instruction within the classroom setting in before and during settings.</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• During school day</li> <li>• During school day</li> <li>• After school</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• CTT (Collaborative Team Teaching) Program provides differentiated instruction on a push in basis to AIS students.</li> <li>• Teachers plan for and provide differentiated</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During school day</li> <li>• During school day</li> </ul>

	instruction within the classroom setting. • Homework Help	• Tutoring	• After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling • ERSS • AIS	• One on one and small group	• During or after school

### **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.

- Employ use of open market system
- Make use of New Teacher Finder
- Contact Human Resource Director at CFN to assist in process
- Invite and maintain a file of resumes
- Maintain open communications with teacher training programs at local colleges.
- Speak with retired colleagues involved with the Fellows Program
- Provide professional development opportunities to all new teachers based on individual needs

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

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

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

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**IS 237 PARENT INVOLVEMENT POLICY (PIP)**

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:

- provide information to parents regarding sources and uses of resources
- 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;

### ***IS 237 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>Charles Amundsen</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>237</b>
School Name <b>Rachel Carsen</b>			

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

Principal <b>Judith Friedman</b>	Assistant Principal <b>Jeannine Strong</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>M. DeMauro/ESL</b>	Guidance Counselor <b>L. Levardsen/R. Tseng</b>
Teacher/Subject Area <b>Paula Izumi/ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>E. Heintz/ESL</b>	Parent Coordinator <b>Shirley Bryant</b>
Related Service Provider <b>N. Chulpageva</b>	Other <b>type here</b>
Network Leader <b>Dan Purius</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>6</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>4</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>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>1187</b>	Total Number of ELLs	<b>281</b>	ELLs as share of total student population (%)	<b>23.67%</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. 

Paste response to questions 1-6 here

#### Part I. School ELL Profile

##### A. Language Allocation Policy Team Composition

- At this time the IS 237Q LAP team consists of Ms. Friedman, Principal, Ms. Strong, Assistant Principal, Ms. Bryant, Parent Coordinator, Ms. DeMauro, Ms. Heintz, Ms. Izumi (NYS certified ESL teachers).

##### B. Teacher Qualifications

- Currently there are six fully certified ESL teachers, five who work under their ESL license and one who holds the license but teaches a content area subject. There is one teacher who holds a Chinese bilingual extension license. There are 68 content area teachers who have ELL students in their classrooms who are not ESL certified.

##### C. School Demographics

- As of October 2011 there are 1187 students enrolled. Of these 281 students are ELLs, approximately 25% of the total student body.

1. The initial process used to identify ELL students begins with the admission of the HLIS form. This form is given to each parent who is registering a child for the first time into the NYC public school system. The HLIS is administered by a trained pedagogue. The pedagogue is also responsible for conducting an informal interview of the parents and/or child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS is given in the home language. If a parent is unable to understand the information being given or the questions being asked either a bilingual staff member or the Translation Unit is called for assistance. Currently there are five staff members qualified to partake in this process. These teachers are Marilyn DeMauro, Paula Izumi, Kathy Sansonia, Yat Leung and Erika Heintz, the ESL department. (When registration of new students takes place in August the Principal and the Assistant Principals are available to partake in the intake process.) Each qualified member was trained using the HLIS form, and therefore, understands the “formula” for reading the form accurately. The team was chosen because each member has prior experience with the intake process and holds an ESL license. When a new student is enrolled, an available, qualified pedagogue is called to assist with the intake. The team leader reviews the HLIS for accuracy and ensures that all content area teachers involved are aware of the language of correspondence preferred by the parent as per the last question on the HLIS. After the initial identification process is completed and a new student is determined to possibly be eligible for ESL services, the grade appropriate LAB-R is given. The LAB-R (Spanish LAB when applicable) is administered within 10 work days of the student’s admission. If a student is eligible for ESL services, as determined by the initial hand scored results of the LAB-R, a letter of invitation to attend a Parent Orientation is sent home in English and in the home language as per the NCLB Declaration of Rights for Parents of English Language Learners. If the home language is a low incidence language and is not available online the Translation Unit is called for assistance. During the Parent Orientation an open question and answer session occurs (with translators), the required Orientation Video for Parents of Newly Enrolled English Language Learners is shown and the Program Choices paperwork is completed by the parent. Parent Orientations are held during prep periods, before school and after school to meet the needs of the parents. A placement letter is given to the parent.

2. The structures in place to ensure that parents understand all three program choices available for ELL students are (initially) the Parent

Orientation and video. This orientation is given within 10 days of the student's enrollment. It is always held by the ESL teachers. A sign-in sheet is kept on file. An agenda with a clear purpose is given to the parents. It is available in multiple languages. Parents are told that although the only program in place at present is freestanding ESL, a bilingual or dual language class could be formed in the future if numbers warrant it.

"The purpose of this Parent Orientation is to inform and familiarize ELL parents about the different programs choices available in the NYC public school system for children so that they may be educated in the most viable and productive setting."

During the orientation the parents may ask questions to clarify the differences between the programs. Available staff members, who are multilingual, are invited as translators. Our Parent Coordinator Shirley Bryant is also invited to attend the Parent Orientations to assist with questions that the parents may have.

In addition, there are staff members who speak Greek, Italian, Bengali, Spanish, Hindi, Urdu, Punjabi and Chinese (Mandarin/Cantonese). Written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages. If a parent is invited to an orientation but does not attend, a second request is mailed to the home and a phone call is made to ensure that the parent understands the purpose and importance of attending the orientation. If a parent needs a specific time or date, the ESL teachers make their best efforts to rearrange their schedules to accommodate the need of the parent. This may also include meeting a parent before school or during dismissal, during parent-teacher conferences or during a time when the ESL teacher is conducting an after school activity such as a Title III program.

Clear and accurate records are kept of all Parent Orientation dates, sign-in sheets, and individual meetings. All contacts are recorded and all paperwork is copied. Parent Orientations are held multiple times every year as new ELL students are enrolled. They are held during varied times and days of the week to meet the availability of the parents.

3. Describe how your school ensures that entitlement letters are distributed and all program selection forms are returned?

Entitlement letters are distributed by the ESL teachers.

A copy of the letter is kept in the teachers' files. They are sent home with the eligible student in their home language. Parent selection forms are filled out and returned during the Parent Orientation after watching the Parent Orientation Video. The video provides an explanation of programs to the parents in their native languages. Additionally, bilingual guidance counselors are available at the parent orientation. Copies of all related ELL related paperwork are kept on file in the office of the the ELL point person, Marilyn DeMauro. This includes HLIS forms, entitlement letters, placement letters, continued intitlement letters and non-entitlement letters as a result of passing the NYSESLAT and or the LAB-R. If parents do not return the Parent Selection form they are contacted by phone, with the assistance of a translator, and the importance and purpose of returning these forms are explained. It is also made clear of the the "default" program selection that the child may be placed in if the forms are not returned. ESL teachers attending parent-teacher conferences will also utilize that time to meet with parents who did not return the Parent-Selection form. At this time most of the parents who attended the Parent Orientation have opted for the Freestanding ESL program. The parents who did not choose Freestanding ESL were informed that if the numbers warrant their Parent Selection choice in the future, a class will be created.

4. Describe the criteria used and the procedures followed to place ELL students in bilingual or ESL instructional programs.

ELL students who are eligible to be tested are identified initially through Home Language Surveys, and then tested using the LAB-R. At this point, students are placed into available programs selected by their parents. Brochures are distributed in the correct home language and the parents can view the video in their language as well. Parents are informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Parents are also invited to attend additional workshops throughout the year where they may learn about the new core curriculum, standards, assessments, and how to help their children at home. Translators are used whenever available.

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?

Parent selection forms over the past few years have indicated a consistent and overwhelming preference for Freestanding ESL placement. That is the current trend.

6. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Define specific steps underway.

I.S. 237 offers Freestanding ESL, which is directly aligned with parent requests. The parents are told that if enough parents choose the Bilingual or Dual Language program, another type of program will be offered. However, in 2010-11, 26 out of 39 parents opted for Freestanding ESL, and this year 16 out of 20 parents have opted for this choice. Thus, since the majority of parents requested Freestanding ESL as their program choice, ESL is the program model in place.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	281	Newcomers (ELLs receiving service 0-3 years)	229
SIFE		ELLs receiving service 4-6 years	37
		Special Education	32
		Long-Term (completed 6 years)	15

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	229	0	13	37	0	15	15	0	4	281
Total	229	0	13	37	0	15	15	0	4	281

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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							13	10	16					39
Chinese							60	53	94					207
Russian							0	0	0					0
Bengali							2	3	0					5
Urdu							5	6	2					13
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	1	1					2
Punjabi							1	0	0					1
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	6	7					14
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>82</b>	<b>79</b>	<b>120</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>281</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?

### PART IV

How is instruction delivered?

1a. and b.

(a) The organizational models for the ESL programs are Push-in and Pull-Out. I.S. 237 runs an eight period day. The school hours are 8:00 – 2:57 on Mondays through Thursdays. The school hours are 8:00 – 2:20 on Fridays. This includes A.M. and P.M. homeroom and 37.5 minutes for extended day advisory.

ESL students who are beginners or intermediate, receive eight periods a week of instruction. Advanced students get four periods a week. Time is allotted for passing between classes. All ELL students are receiving at least the minimum required minutes of service in accordance with the NYS mandates. Sixth, seventh and eighth grade beginners and intermediates receive 360 minutes. Sixth, seventh and eighth grade advanced students receive 180 minutes. Sixth grade beginners and advanced are in a pull-out model. Sixth grade intermediates are in a push-in model. Seventh grade beginners are either in a push-in or pull out model depending on their homeroom. Seventh grade intermediate are in a push-in model. Seventh grade advanced are in a pull-out model. Eighth grade beginners are either in a push-in or pull-out model depending on their homeroom. Eighth grade intermediates are in a push-in model. These models also include all ELL students who are special education and former x-coded students. All special education ELLs are in a pull-out program.

(b) When the ELL students are in their content area classes they travel together as a group. The Special Education students are grouped by proficiency, not by grade.

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 (as shown above)?

Advanced students in grades six through eight receive 4 periods of ESL instruction per week. Beginner and intermediate students receive 8 periods of ESL instruction, fulfilling New York State mandates, specifically, CR Part 154. Currently we have five licensed ESL teachers. Our program is a push-in/co-teach model including beginners and intermediate level students. Content area instruction is delivered within CTT classes with both content area and ESL teachers. Since there is a greater number of ELL students on the 8th grade level, more than one CTT class is designated. There are five licensed/certified teachers serving the classes with the push-in model. Three CTT-ELL classes are heterogeneous, consisting of beginner and intermediate students. One CTT class (6th grade) is homogenous, consisting of 29 intermediate students. These classes receive from 13 to 15 periods of CTT instruction with a content area teacher and an ESL teacher. Special Education students that are in various self-contained classes are pulled out into small groups according to their level

## A. Programming and Scheduling Information

and served the mandated periods according to their level. In addition, students with IEPs receive services in accordance to their IEP mandates regarding group size and in order to maximize scheduling. All other ELLs are served by the pull-out model with eight periods a week for beginners and four periods for advanced, aligned with NYS CR Part 154.

3. Describe how the content areas are delivered in the program model. Please specify the language and the instructional approaches to make content more comprehensible and to enrich language development.

To create an environment that will provide a positive learning experience in the content areas teachers are first informed of each ELL student's English level as per the data derived from the NYSESLAT. The content is then made more comprehensible for second language learners through hands-on activities and visuals. The content areas are delivered in the program model through the use of charts, pictures, diagrams, manipulatives, posters, real objects, flash cards, and computer visuals (Smart Board and Lap Tops). "Think-A-Louds" and "Read-A-Louds" are modeled. This is supported with bilingual libraries, bilingual dictionaries and content area bilingual word to word glossaries. The language of delivery for content areas is mostly English. Differentiated instruction is used to meet the needs of the students. In all classes throughout the school, content area teachers have received staff development in strategies for modifying instruction for ELLs and implementing ESL methodology; i.e., scaffolding, bilingual word walls, bilingual glossaries, technology, graphic organizers and differentiation based on the Common Core Learning Standards.

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

One system in place to ensure that all ELLs are appropriately evaluated in their native languages is the Spanish LAB-R. This is administered within the first 10 school days of the child's initial registration into a NYC public school. In addition NYS math and science exams are available in a multitude of languages. These are ordered in accordance to the native language needs of the ELL students. When a student speaks a low incidence language that is not available as a translated NYS exam, a translator is utilized from the DOE Translation Unit.

5. How do you differentiate instruction for ELL subgroups?

(a) Describe your instructional plan for SIFE?

At this time there are no students with a designation of SIFE at this school.

(b) Describe your plan for ELLs in US schools less than three years (newcomers).

ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase BICS and CALP vocabulary, spelling, grammar, and critical thinking skills. They also have access to ESL based technology. This includes a wide range of online websites, Rosetta Stone and Achieve 3000. These students are grouped together to allow for more individualized attention from the teachers. In addition, students are acclimated to life in the USA during expeditionary trips outside of the building and through developing social skills by speaking with teachers and peers. There are also extended day programs available before and after school. In order to prepare the newcomers for the ELA exam we utilize the book series "3 Steps to Reading Success: A Beginner's Guide to Test Taking," which has a heavy emphasis on developing listening, reading and writing skills through test prep strategies. TPR is also used when appropriate.

(c. d.) Describe your plan for ELLs receiving 4-6 years service and long-term ELLs.

IS 237 provides all ELLs with 4-6 years of service and all long-term ELLs with any and all interventions available. Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. We enhance language development using various ESL strategies such as pre-teaching to scaffold prior knowledge of a specific content area, modeling, the use of manipulatives, graphic organizers, multi-leveled books on CD, guided reading, vocabulary building, and reading comprehension. Small group remediation may also be used within the classroom during the school day. Instruction is geared toward skills and strategies that will build on literacy skills, such as inferring, main idea, and cause and effect. Achieve 3000, a web based program that addresses listening, reading, and writing skills are used with the intermediate and advanced students during teacher-specified ESL periods. The program provides level set activities aligned with the individual needs of each student. These lessons help students become more proficient readers and writers. Lessons are based on the NYS Learning Standards for English as a Second Language and Common Core Learning Standards. ELL students are invited to participate in all academic interventions available in our school.

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

	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%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs In ELA, Math and other subject areas. Please list the range of intervention services offered in your school for the above areas as well as language(s) in which they are offered.

Intervention services for ELLs throughout the year, focus on each ELL specific area of weakness. The information for targeting the student's weaknesses are found on ARIS, state ELA scores, state math scores, the NYSESLAT, Acuity and in class ongoing assessments. For all subject areas, teachers assess students on an ongoing basis using both formative and summative assessments.. Teachers keep updated portfolios with test scores, samples of student work, as well as any other form of intervention that takes place. This includes communication with parents and any staff member who is involved in the students' academic success. This is accomplished during the "house" meeting. Each house is comprised of the grade A.P., the content area teachers who share specific classes, and ESL teachers. During the house meetings there is delivery of differentiated content materials. The house structure enables teachers to share best practices and plan for effective ways to address students' individual strengths and weaknesses. ESL teachers attend the house meetings to address language-related instructional issues as well as issues that relate to the individual needs of students receiving ESL instruction, such as classroom testing and ways to scaffold and differentiate instruction. During the house meetings recommendations are made for SETTS and other related services for ELLs with IEPs. These interventions include:

During School Hours-

- Tutorials ( both teacher-student tutoring and peer tutoring)
- Small Group Instruction
- Differentiated Instruction
- Facilitation extended test times in classroom settings
- SETTS

Before/After School Hours-

- Title III after-school programs
- ELL Advisories in Content Areas
- OST Homework Help
- Evening Programs for students and parents

Cooperative learning technology is implemented throughout the school for ELLS, including the software programs Rosetta Stone, Achieve 3000, and Brain Pop. Smart Boards are accessible in the content area classrooms to scaffold instruction and provide interactive learning for ELLs.

9. Describe your plan for continuing transistional support (2 years) for ELLs proficient on the NYSESLAT.

Transitional support is provided for an additional two years for ELL's who have attained proficiency on the NYSESLAT exam. All content area teachers are given a list of formers ELLs. These students receive the following test modifications on all formal and informal assessments: 1.5 time during all exams, testing in a separate location, usage of bilingual glossaries, and any listening passages read a total of three times on ELA exam. In addition, an A.M. extended time advisory is available for those former ELLs who have attained a level 1 or level 2 on the previous years state exams.

10. What new programs or improvements will be given for the upcoming school year?

The program that may be considered for the upcoming school year (depending on the budget) is an Afterschool program targeting long-term ELLs who are having trouble attaining proficiency on the Reading and Writing portions of the NYSESLAT, and having homogeneous advisories targeting these students also.

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

None.

12. How are ELLs afforded equal access to all school programs? Describe afterschool and supplemental services offered to ELLs in your building. All ESL students are afforded equal access to all school programs. ELLs are included in every program including Magic Box Theater, Roundabout, and Flushing Town Hall arts programs. Additionally, they are scheduled to attend special assemblies and are also invited to go on school-wide trips.

If any ESL student requires speech, SETTS, occupational therapy or physical therapy, the service is offered and provided to them as required.

13. What instructional materials, including technology, is used to support ELLs (including content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials that are used for ELLs are the following:

- Rosetta Stone: A web-based interactive language software program with proprietary speech-recognition technology, which helps to develop ELLs' command of the language--through reading, writing, speaking, and listening. It's used to build vocabulary, and includes language-enhancing games.
- Achieve 3000: A web-based program that offers differentiated instruction in reading and writing. The assignments given are based on an initial assessment that generates each student's Lexile level. Depending on their Lexile level students are "e-mailed" their standards-based, interactive assignment on their own level. These provide practice in reading comprehension, fluency, writing skills and vocabulary development across subject areas.

Other materials used to support ELLs are differentiated bilingual classroom libraries and dictionaries, ESL textbooks, NYSESLAT Prep Workbooks, NYS Math and NYS ELA test prep workbooks, Storybooks on CD, and Social Studies textbooks on CD in various languages.

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

Native language support is delivered through the use of bilingual dictionaries and glossaries. Also, there is a library of bilingual books on multiple reading levels available in each of the ESL classrooms, as well as in the school library. Bilingual word walls are created by the students and are displayed in the ESL classrooms. Also, Rosetta Stone is equipped with Chinese and Spanish directions and Achieve 3000 supplies students with Spanish directions for those ELLs who need the native language support. In some classrooms ELL students get support from bilingual paraprofessionals. Bilingual teachers also periodically assist.

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

The support and services available are age and grade specific. Many of the programs span multiple grades and can be used for differentiation and scaffolding to meet the varied needs of our students.

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

At this time there are no programs to assist newly enrolled ELLs prior to the beginning of the school year. I.S. 237 does not house summer school programs.

17. What language electives are offered to ELLs?

Spanish is offered as an elective at IS 237.

## 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)?

n/a

#### **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.

1. Describe the professional development plan for all personnel of ELLs at the school.

There is a multifaceted plan for providing ongoing support for all teachers in the development of strategies geared towards maximizing the educational experience for ELLs. ESL teachers attend conferences throughout the Metropolitan area in order to support academic growth for ELLs. For example, Quality Teaching for English Learners (QTEL) workshops, which emphasize the most current and effective research-based methodologies. Department of Education Staff developers offer workshops such as English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement which offers opportunities for participants to consider the different issues involved with diversity, disabilities, and special education. Some ESL teachers attend the NYS TESOL Convention and turnkey best practices.

Department of Education Staff developers offer workshops where a staff developer is sent to the school to coach into an ELL SETTs class and make suggestions during the actual class time. In addition, SESIS training was offered in house to help teachers get familiarized with recording attendance and viewing electronic IEPs for ELLs-SWDs.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school and/or middle to high school?

I.S. 237 offers support for incoming sixth grade students and their parents. They are invited to an open house which is held during the late spring every school year. They are offered a guided tour of the school building by our principal and assistant principals, introduced to potential teachers, offered information about curriculum, programs and extra curricular activities, and are allotted time for a question and answer session. Bilingual teachers, guidance counselors and staff members are on hand to assist with translation. All printed information is available in multiple languages.

The support available to the eighth grade students transitioning from middle school to high school comes directly through our guidance office. Our guidance counselor has individualized articulation with the students to assist them with the high school application process. Mailings are sent home, in multiple languages, informing parents of upcoming open house events and high school fairs. I.S 237 has also hosts several evening workshops to assist parents with the complicated process of choosing an appropriate high school for their child and completing the application process.

Assemblies are scheduled in which guidance counselors, assistant principals and other high school representatives are invited to speak with parents and students about the programs and extracurricular activities offered in their schools.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers).

There is ongoing ELL training for all staff at I.S. 237. This training exceeds the minimum 7.5 hours required. Staff is given various workshops on Election Day and Brooklyn Queens Day. These workshops may include but are not limited to Achieve 3000, Rosetta Stone, QTEL, BOCES and BETAC, Developing Academic Language workshops and Writing for ELLs workshops. At house meetings, teachers share knowledge of differentiation and classroom modifications with all teachers.

## 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?

1. Describe parent involvement in your school, including parents of ELLs.

Parental involvement is ongoing throughout the school year. Parents are invited to all school activities, workshops, and house meetings. In addition we invite parents to a quarterly “ELL parent/teacher Meet and Greet” orientation. Parents are also invited to attend additional workshops throughout the year where they may learn about the new Common Core Learning Standards, assessments, and reading and writing strategies so they may support their children at home. I.S. 237 will offer an after school program specifically designed for the parents of ELLs who wish to improve their English skills. All parent notices, information, letters and calendars are sent home in a multitude of native languages.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The Community Based Organization that provides workshops and/or services for ELL parents is the Rachel Carson Community Center which offers a family literacy program.

3. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through communication with the Parent Coordinator, the bilingual guidance counselors, the NYC/DOE School Survey, through communication during Parent/Teacher Conferences and during Parent Orientations.

4. How do your parental involvement activities address the needs of the parents?

The workshops, orientations, after-school center and Parent/Teacher conferences are directly aligned with the parents needs as per their requests both verbally and through data from the surveys.

## 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)							27	31	52					110
Intermediate(I)							32	27	39					98
Advanced (A)							24	23	26					73
Total	0	0	0	0	0	0	83	81	117	0	0	0	0	281

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							4	11	18				
	I							22	25	36				
	A							32	24	34				
	P							13	5	26				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>							19	22	50				
	<b>I</b>							30	26	18				
	<b>A</b>							9	12	26				
	<b>P</b>							0	5	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	36	18	1	0	55
7	39	7	1	0	47
8	66	24	0	0	90
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6	0	20	0	29	0	17	0	72
7	2	5	4	17	0	17	0	14	59
8	3	2	16	10	0	29	2	17	79
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	3	2	15	34	18	42	5	2	121
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				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

- 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.

## Part Five: Assessment Analysis

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, ELSOL, 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.

Literacy skills of ELLs are assessed by using the LAB-R and NYSESLAT results. These results are used to identify the strengths and weaknesses of the students. They are also good predictors of student performance in upcoming state exams as well in the classroom. These results are used to differentiate and scaffold lessons in order to enhance teaching practices. They are a primer for advanced/intensive planning preparation of lessons to meet each student's individual learning needs. They are also used for grouping and as a baseline for monitoring the progress of the student's educational gains throughout the school year. In addition, this year we are adding the Performance Series Assessment. This is an online reading assessment that will allow the students to assess individual reading levels. The teacher will then use this data to guide instruction. Training to use this new system will be given to all teachers of ELLs within the upcoming school year.

2. What is revealed by the data patterns across proficiency levels (on the NYSESLAT and LAB-R) and grades?

In each grade approximately two-thirds of the ELLs are beginners or intermediates. Less than one-third of the ELLs are advanced. Out of 281 students who took the NYSESLAT/LAB-R only 73 placed as advanced. This reveals that the majority of ELLs at IS 237 are low functioning in English and need extra help and support.

3. How will patterns across the NYSESLAT – reading/writing and listening/speaking modalities – affect instructional decisions?

The data shows the ELLs have the greatest weakness within the reading and writing modalities. Therefore, we have incorporated multiple language based technology programs into the classrooms. Small group and grouping within the classroom according to proficiency allows for individualized attention. IS 237 has two CTT/ESL classes in the eighth grade which has a number of ELLs with low reading/writing scores and we have allotted more time to focus on test taking strategies.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The school leadership and teachers are using the results of the Interim ELL Periodic Assessments to differentiate and scaffold instruction in the content area classes and ESL classes. These assessments are used to determine the progress that ELLs have made over specified periods of time and what areas the ELLs have exhibited continued weaknesses. Once assessed various strategies are implemented to target these areas of weakness so that gains may be attained. In addition the assessment is used to enrich areas of strength. Each house keeps an updated data book with assessment results included. This helps drive instruction.

c. What is the school learning about the ELLs from the Periodic Assessments? How is native language used?

The school is learning that the ELL population needs to have modified lessons, differentiated instruction and additional time to complete tasks, complete projects and take exams. They also need to have resources that give vivid visualization, hands on manipulatives and access to dictionaries and glossaries. Native language support is given to the ELLs through bilingual word walls, bilingual NYS word to word glossaries and bilingual dictionaries. Translators are also used to communicate with parents regarding the progress of their children. We use the "peer-buddy" system which allows students on a higher level of proficiency to assist students on a lower level of proficiency.

4. For each program answer the following:

a. Examine the student results. What are the patterns of proficiencies across the grades? How are the ELLs faring in the tests taken in English as compared to the Native language? Patterns across the NYSESLAT modalities indicate that students plateau at Intermediate and Advanced Levels in reading /writing while they are unable to attain proficiency in order to pass the ELA, NYSESLAT, and Standardized exams. Students are doing better on exams that are in their native language, specifically the NYS Math and science exams. The reason some students did not take the NYS math and science exams are because they are NYSAA students.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments. Since the data shows a trend in lower levels in Reading and Writing, our emphasis will be on reading and writing for academic proficiency.

c. What is the school learning about ELLs from the periodic assessments? How is Native Language used? All students who took the NYS exams last year (except for ELA) were given an English version of the exam and a native language version (when available) during testing. We are learning that most newcomers opted for the test in their Native language and scored higher on these exams.

5. For dual language programs, answer the following:
- How are 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?

At this time there is no dual language or bilingual programs at this school.

6. Describe how you evaluate the success of your programs for ELLs?

I.S. 237 evaluates the success of the ESL programs through the percentage of ELL students who become proficient on the NYSESLAT at the end of the school year and by analyzing the gains made by ELLs on the NYSESLAT in each modality form year to year. In addition, content are NYS exams in science, ELA and math are monitored from year to year. Student's gains are noted and areas of improvement are identified so that teaching strategies may change to address these needs.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Friedman	Principal		
Jeannine Strong	Assistant Principal		
Shirley Bryant	Parent Coordinator		
Marilyn DeMauro	ESL Teacher		
	Parent		
Erika Heintz, ESL Teacher	Teacher/Subject Area		
Paula Izumi, ESL Teacher	Teacher/Subject Area		
	Coach		
	Coach		
Rosalind Tseng	Guidance Counselor		

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: 25Q237 School Name: 237

Cluster: 3 Network: 208

**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.

IS 237 uses a variety of data to assess our school's written translation and oral interpretation needs as follows:

1. Home Language Information Surveys
2. Ethnic data from ATS-generated school reports (RHOB, RHLA)
3. ESL Program enrollments
4. In-class surveys of language needs
5. IEPs to determine language needs of special education students as well as those who receive related services.
6. Parent coordinator often assists in identifying written translation and oral interpretation needs of parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major non-English speaking language groups in IS 237 needing translation and interpretation services are Mandarin and Cantonese Chinese. This is followed by a need for Spanish, Hindi, Urdu and Punjabi language services. This information is disseminated to staff during faculty and department conferences, in written notices and during meetings with parents. Parents receive this information via written notices and phone messages delivered in their native languages, conferences with school personnel during which times an interpreter is present, during ESL orientation sessions and during parent workshops.

## 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.

Using a variety of translation services (in-house, outside vendors, parent volunteers, DOE website, and internet) we translate information regarding school-wide activities, after-school programs, school trips, enrichment programs, student supply lists, flyers and important official notifications such as report cards, parent orientation meetings for ELLs, parent surveys (for program choice), parent program notification letters (i.e. entitlement letters, brochures) and parent workshops. We also ensure that all HLIS forms are given out in the parents' preferred language at registration.

We ensure the timely provision of translated documents to parents by organizing and planning in advance for the language services we will need as indicated through data collection, polls and surveys.

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.

We provide most oral interpretation services utilizing staff members including guidance counselors, para professionals, teachers, school aides as well as parent volunteers. We also use the Translation and Language Interpretation Unit on an as needed basis. If necessary we allocate funds for translation services if no other translators or resources are available.

Oral translators are on hand for Parent Teacher Conferences, IEP meetings, individual parent meetings, and for phone calls home in cases of student illness or to inquire about absence and other issues as they arise.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways:

Provide each parent whose primary language is a covered language, and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services.

Post in a conspicuous location, at or near the primary entrance to such school, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

If the parents of more than 10% of the children speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section, and shall post and provide such forms in accordance with this section.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Rachel Carson Intermediate	DBN: 25Q237
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2

### 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: We are providing supplementary after school classes to our beginner and intermediate LEP students in grades 6,7 and 8 to accelerate their acquisition of English language skills. Classes will be held on Monday and Friday from 2:30 to 4:30 PM for a total of four hours a week for twenty weeks. There will be one beginner and one intermediate class. A licensed ESL teacher will teach each of the classes. All instruction will be in English using web-based programs, e.g., Achieve 3000, as well as materials such as the Finish Line for ELLs series and Reading Strand Mastery which are designed to support the performance of ELLs on standardized assessment measures.

### 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: All teachers in the school receive ongoing professional development with regard to instructing ELLs. ESL teachers attend subject, Inquiry Team and ESL Department meetings. They inform content area teachers about effective strategies that may be implemented in subject classes and also remain current with curriculum changes resulting from the implementation of CCSS. ESL teachers will attend CFN 208 workshops, when scheduled by network staff, that focus on employing cognitively demanding tasks to instruct ELLs and will turnkey information to staff. On November 14, 2012, Achieve 3000 personnel will provide a full day professional development session on enhanced applications of the program and on using data tracking tools to help teachers better assess students' progress. Along with ELA teachers, ESL teachers participate in the Teachers College Reading and Writing Project which includes on average, two on-site 90 minute workshops per month for a total of 20 sessions during the school year. Workshops are designed to improve literacy instruction with particular emphasis on non-fiction reading and writing. In November, ESL teachers will attend a two hour PD workshop on SMART Board use, and will receive other school-based technology training when scheduled. ESL teachers will attend CFN 208 workshops, when scheduled by network staff, that focus on employing cognitively demanding tasks to instruct ELLs and will turnkey information to staff. The ESL supervisor will attend relevant conferences during the school year as appropriate to the needs of our ELL population.

### Part D: Parental Engagement Activities

**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: A licensed ESL teacher and a licensed English language arts teacher will co-teach evening classes twice a week for students and family members, to support their efforts in acquiring English literacy skills. It is expected that fifteen to twenty families will attend. Classes will be held on Monday and Wednesday evenings from 6:00 to 8:30 PM for a total of five hours a week for twenty weeks. A portion of each session will be used to instruct students and their families together to encourage them to share what they learn in Family Literacy for use at home and in the community. Some of the strategies employed will include using formal and informal dyads, reading and speaking about current events, and listening to passages and answering related questions. At other times during the evening classes, students and their families will be instructed separately to better address the language acquisition needs of each population, e.g., adult instruction will emphasize civics, such as filling out applications for licenses, social security cards, etc. Computer classes for families of ELLs also will be conducted during the same days and hours as above. The computer instruction is designed to provide families of ELLs greater access to English literacy through the use of technology. Notices about the program translated into different languages will be backpacked home, given to families during parent-teacher meetings as well as during evening registration periods for the Rachel Carson Community Center, and distributed directly to students. We will post the same information on our school website and send phone messages. Our parent coordinator is available to provide additional information and assist parents as needed.

**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</li> </ul>		

**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.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		