



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ESMT – I. S. 190

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X190

PRINCIPAL: DIANAJADE SANTIAGO

EMAIL: DJSANTIA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
DianaJade Santiago	*Principal or Designee	
Manuel Lopez	*UFT Chapter Leader or Designee	
Roxanne Mays	*PA/PTA President or Designated Co-President	
Rosa Casiano	DC 37 Representative, if applicable	
Cuthbert Joseph Jr. Aranza Diaz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patricia Rodriguez	Member/Parent	
Letisia Reynoso	Member/Parent	
Adriana Sosa	Member/Parent	
Keisha Kierse	Member/Parent	
Lisa Raimundi	Member/Staff-Chairperson	
Irinea Panlilio	Member/Staff	
	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, all students will have engaged in two Common Core-aligned units of study in ELA and two in mathematics that will culminate in “Student Task Portfolio in ELA and Mathematics”.

Comprehensive needs assessment

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

In 2012-2013, schools will deepen and broaden the work of the New York City Department of Education’s (DOE’s) 2011-2012 citywide instructional expectations. This work asks school leaders and teachers to adjust their practices as they work together to understand the learning needs of all students. One of the expectations is for all students to experience Common Core-aligned units across subjects. In addition, in 2012-2013, the content of the NYS grades 3-8 ELA and math tests will change to align to the Common Core. To prepare our students for the changes in the ELA and math tests, we will engage our students to at least two Common Core-aligned units of study in ELA and two in mathematics that will culminate in “Student Task Portfolio in ELA and Mathematics”.

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.

a) Strategies/Activities

- **Professional Development (PD) will be provided to teachers in-house and/or outside the school on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in ELA and Mathematics, Universal Design for Learning (UDL), curriculum mapping, 2012-2013 Citywide Instructional Expectations, Protocol for Aligning ELA and Mathematics Tasks to the Common Core Learning Standards (CCLS), and Danielson Framework for Teaching;**
- **Teachers will adapt or adopt rigorous curriculum units aligned to the Common Core;**
- **In teams, teachers will analyze student data to understand the steps needed to reach the level of performance that the Common Core demands;**
- **Teachers will engage all students in rigorous curriculum units aligned to strategically selected Common Core Standards;**
- **In ELA, students will complete tasks that will accelerate their conceptual understanding and strengthen their ability to use textual evidence in writing and discussion. In addition, they will infuse opportunities to read and respond to a combination of literary and informational texts;**
- **In math, students will engage in cognitively challenging mathematics tasks that require them to demonstrate fluency, application, and conceptual understanding;**
- **In teams, teachers will look closely at resulting student work to continue the cycle of inquiry;**
- **Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on instructional shifts in mathematics and literacy across content areas;**

- Principal, assistant principal, Instructional Leads/Coaches, and grade leaders, will facilitate and provide guidance and supports to teachers during the pre-observation and post-observation conferences, weekly scheduled grade-level meetings, Teacher Team Planning, and Instructional Leads meetings.

b) **Key Personnel:** School leaders, all teachers, Instructional Leads/Coaches, grade leaders

c) **Steps Taken to include teachers in the decision-making:**

- Teachers may adapt or adopt and implement two Common Core –aligned curriculum units, building upon the work of the 2011-2012 school year
- In aligning units to the Common Core, teacher teams may choose to upgrade existing units , engaging in cycles of inquiry and looking closely at student work to make adjustments to curriculum, assessment, and instruction, or adopt units from the Common Core Library

d) **Timeline for implementation:** September 2012 through 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.

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2012-2013 school year.

- Build strategic relationships with parents to support school mission and vision and meet identified needs of school’s families;
- Communicate high expectations and opportunities to parents on regular basis;
- Provide when needed, specific guidance and support to teachers on effective communication strategies;
- Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children;
- Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school;
- Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team;
- Hold VIP Nights for Parents;
- Conduct monthly workshop for parents to enable them help their children with school work 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;
- The Parent Coordinator will conduct training on how to use the ARIS parent Link;
- Identify and implement strategies to meet the needs of caring, but “hard to reach” parent.

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 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).

Title I funds will be used for coverage for teacher who will attend professional development workshop during school hours.

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, administrators will have engaged in short frequent cycles of classroom observation and feedback with a total of at least 6 observations and feedback per teacher. The Danielson's Framework for Teaching rubrics will be used as a lens for observation and feedback

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.

Teachers have a greater impact on student success than any other school factor as decades of research has proven. In order to successfully implement the key instructional shifts detailed in the 2012-2013 Citywide Instructional Expectations (CIE), school communities must develop a shared understanding of what effective instruction looks like. To support teachers as we begin to integrate new, higher standards using the Common Core, school administrators will use Danielson's Framework for Teaching to serve as the focus for teacher development and to provide more frequent, formative feedback to help teachers grow as professionals.

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.
- a) **strategies/activities that encompass the needs of identified student subgroups.**
 - School administrators will continue to attend training in the use of Danielson's Framework for Teaching;
 - School administrators will conduct short, frequent cycles of classroom observation and provide teachers with formative feedback in identified competencies of Danielson's Framework for Teaching with a focus on 1e – Designing Coherent Instruction, 3b – Using Questioning and Discussion, 3d – Using Assessment in Instruction for their strong connections to the key instructional shifts detailed in the 2012-2013 Citywide Instructional Expectations (CIE);
 - Develop shared norms among school leaders and teachers for engaging in feedback;
 - Promote self-reflection on the part of teachers and administrators before feedback conversations;
 - Provide teachers with professional development in identified competencies and across the framework to support improved practice;
 - Throughout the school year, identify resources and structures within the school to support teachers' understanding of the rubric (e.g. ARIS Learn, teacher team meetings, intervisitations);
 - As a community, within teacher teams, and/or for individual teachers, select Danielson competencies for focus, based on the needs of teachers and school-wide goals;
 - On-going intervisitation among teachers.
- b) **Key personnel:** Principal, Assistant Principal, Instructional Leads/Coaches, all teachers

c) Steps for including teachers in the decision-making

- Teachers will meet weekly to share feedback from intervisitations;
- Have teachers team design professional development activities that address common development needs across grade levels or departments;
- Develop shared norms among school leaders and teachers for engaging in feedback;
- Promote self-reflection on the part of teachers and administrators before feedback conversations
- Ask for teachers' input on what type of feedback they find most helpful;
- Discuss different parts of the rubric and examples of effective and highly effective practice in the classroom.

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.

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2012-2013 school year.

- 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;

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 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).

Title I funds will be used for coverage for teacher who will attend professional development workshop during school hours.

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, we will improve the total Student Progress score in ELA and mathematics from 41.6 points to 45 points as indicated on the 2012-2013 Progress Report.

Comprehensive needs assessment

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

The 2011-2012 Progress Report shows that the total ELA and math scores in Student Progress was 41.6 out of 60 points. Student progress measures how much individual students improved on state tests in English and Mathematics between two consecutive years, compared to other students who started at the same level. In 2012-2013, we will improve the rate of Student Progress in ELA and mathematics to 45 points as indicated on the 2012-2013 Progress Report.

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.

a) Strategies/Activities

- Provide Academic Intervention Services (AIS) for all students who did not achieve proficiency or at-risk of not achieving proficiency levels during school hours, 37.5 Minutes of Instruction, and After School Academy;
- Professional Development (PD) will be provided to teachers in-house and/or outside the school on the following topics: analysis and use of student data to plan and set goals, looking at student work, CCLS in ELA and Mathematics, Universal Design for Learning (UDL), curriculum mapping, 2012-2013 Citywide Instructional Expectations, Protocol for Aligning ELA and Mathematics Tasks to the Common Core Learning Standards (CCLS), and Danielson Framework for Teaching;
- All teachers will be engaged in the work of the citywide instructional expectation;
- ELA teachers will engage all students in at least two literacy units which are aligned to the Common Core;
- Math teachers will engage all students in at least two math units which are aligned to the Common Core;
- On-going analysis and use of student formative and summative assessment data to plan and set goal;
- On regular basis, teachers will look at student work to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry.

b) Key Personnel: School Leaders, ELA and Math teachers, Instructional Leads, Data Specialist, AIS Coordinator

c) Steps for including teachers in the decision-making process

- ELA and math teachers participated in identifying the CEP goals

- Teachers have the option to decide which professional development to attend outside the school.
- Teachers will meet in grade-level and departmental meetings to analyze student data, look at students work to plan and set goals for students.

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.

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2012-2013 school year.

- Build strategic relationships with parents to support school mission and vision and meet identified needs of school’s families;
- Communicate high expectations and opportunities to parents on regular basis;
- Provide when needed, specific guidance and support to teachers on effective communication strategies;
- Engage parents in the development of personal student success plans, outlining strategies for success as well as identifying supports available for their children;
- Provide parents with meaningful and engaging ways to become part of the school community and develop a sense of belonging at the school;
- Provide opportunities for all interested parents to be integral members of the Parents Association and the School Leadership Team.
- Hold VIP Nights for Parents;
- Conduct monthly workshop for parents to enable them help their children with school work 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;
- The Parent Coordinator will conduct training on how to use the ARIS parent Link;
- Identify and implement strategies to meet the needs of caring, but “hard to reach” parents.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: **AIDP, ARRA RTTT**

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).

- **Title I funds will be used for coverage for teacher who will attend professional development workshop during school hours.**
- **AIDP funds will be used for After School Academy per session for teachers.**
- **Materials and other resources will be financed through OTPS and Tax Levy NYSTL.**
- **ARRA RTTT will be used for Data Specialist per session.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, Students with Disabilities (SWDs) subgroup will demonstrate progress towards achieving proficiency in English Language Arts (ELA) as measured by a 5% increase in this subgroup scoring at Level 3 and 4 on the 2013 New York State (NYS) ELA Tests.

Comprehensive needs assessment

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

ESMT – I. S. 190 is a Title I school. A three-year trend analysis of student performance data on state assessments was conducted. The NYS Accountability and Overview Report shows that based on the 2010 and 2011 NYS ELA Tests, the SWD subgroup did not make Adequate Yearly Progress (AYP). The 2012 NYS ELA Tests show that SWD subgroup score on proficient level (Level 3 and 4) decreased from 12% to 7%. Although our 2011-2012 Progress Report shows an increase of 16.1% performing at 75th growth percentile or higher, it was determined that the SWDs have underperformed all other student groups for the past three years. Consequently, we have made progress for our SWD subgroup one of the goals for this school year.

Instructional strategies/activities

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

a) Strategies/Activities

- **Academic Intervention Services (AIS) for all SWDs: AIS will be provided to all SWDs through small-group and one-to-one instruction during school hours, 37.5 Minutes of Instruction, and After School Academy;**
- **Professional Development: PD will be given on the following topics: Research-based instructional strategies for SWDs, analysis and use of student data to plan and set goals, looking at student work, Universal Design for Learning (UDL), Common Core Learning Standards (CCLS) in ELA, and curriculum mapping;**
- **On-going analysis and use of student formative and summative assessment data to plan and set goal;**
- **Teachers will engage all students in a rigorous curriculum unit aligned to strategically selected Common Core Standards;**
- **On regular basis, teachers will look at student work to understand the steps needed to assist them reaching the level of performance that the Common Core demands and to continue the cycle of inquiry.**
- **Teachers will use Special Education Student Information System (SESIS) to align instruction to goal.**

b) Key personnel: School leaders, all teachers working with SWDs, Instructional Leads

c) Steps for including teachers in the decision-making process.

- **Teachers will meet during grade level and/or departmental team meetings to review student data and look at student work to continue the cycle of inquiry.**

- Teachers have the option to decide which professional development to attend outside the school.
- Teachers working with SWDs take turns in providing workshop to parents
- Teachers contribute to the development of Individualized Education Program (IEP) for SWDs.

d) Timeline for Implementation: September 2012 to 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.

To increase parental engagement, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2012-2013 school year.

- SWD teachers will conduct workshop for parents to help them understand the Special Education Reform;
- 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, and Learning Environment Survey Report;
- Schedule 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 suggestion;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Encourage meaningful parent participation on School Leadership Teams, Parent –Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link;
- 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.

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 X Other

If other is selected describe here: **AIDP, OTPS**

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).

- Title I funds will be used for coverage for teacher who will attend professional development workshop during school hours.
- AIDP funds will be used for After School Academy per session for teachers.

- **Materials and other resources will be financed through OTPS and Tax Levy NYSTL.**

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	Reading and Analyzing Literary and Informational Texts, Writing Process	Small group, one-to-one tutoring	During the school day, before and after school hours
Mathematics	Skills Intervention, Problem Solving, Writing in Mathematics	Small group, one-to-one tutoring	During the school day, before and after school hours
Science	Exit Project, Reading Comprehension Writing Strategies	Small group, one-to-one, tutoring	During the school day, before/ after school hours
Social Studies	Exit Project, Reading Comprehension Writing Strategies	Small group, one-to-one tutoring	During the school day, before/ after school hours
At-risk services: (provided by Guidance Counselor/AIS Coordinator)	Peer Mediation, Crisis Intervention, Counseling, Check-In/Check-Out, Behavior Intervention Plan, Rtl in ELA and Math	Small group, one-to-one tutoring, push-in/pull-out as needed	During the school day
At-risk services: (provided by School Social Worker)	Peer Mediation, Young Men/Young Women (Gender-Based Grouping), Crisis Intervention, Family Counseling, Behavior Modification Techniques	Small group, one-to-one Networking with outside agencies	During the school day, after school hours

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.

- **ESMT – I. S. 190 will continue to recruit highly qualified candidates for vacant core subject area positions, abiding by city, state and federal laws in hiring practices and upholding UFT collective bargaining agreements.**
- **ESMT – I. S. 190 will participate in citywide recruiting events.**
- **Share the school’s strong support plan for teachers, such as, but not limited to the following:**
 - **Mentoring for new and struggling teachers**
 - **Professional development opportunities inside and outside the school**
 - **Encourage teachers to continue their education and obtain higher degrees and additional certifications through UFT, district and Department of Education sponsored programs and grants**
 - **Provide time for teacher collaboration through scheduling**
 - **Include teachers in professional development planning and decision making**

**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.

ESMT – I. S. 190 PARENT INVOLVEMENT POLICY

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

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

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

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

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

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

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

- holding an annual 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;

ESMT – I. S. 190 SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 do my best to learn;
- follow the appropriate procedures on how to be Safe, Organized, Accountable, and Respectful in every area of the school.

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 Jose Ruiz/ Rudy Rupnarain	District 12	Borough Bronx	School Number 190
School Name ESMT - I. S. 190			

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

Principal DianaJade Santiago	Assistant Principal Mark Turcotte
Coach Mathematics - Irinea Panlilio	Coach Literacy - Norma Ellis-Wright
ESL Teacher Lamia Fawzi	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	241	Total Number of ELLs	26	ELLs as share of total student population (%)	10.79%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. When new students are enrolled the Home Language Identification Survey (HLIS) is completed by the parent/guardian during a meeting which is facilitated by the ESL teacher, Lamia Fawzi. The parent coordinator, Kenny Melendez, assists in the process. Occasionally Maritza Perez, our French speaking pedagogue, facilitates a meeting if the student's native language is French to ensure that translation services are available during the ELL identification process. In addition to the HLIS, an informal oral interview in English and the native language is conducted to help in determining eligibility for the LAB-R and English proficiency. The completed HLIS and the answers from the informal interview are used to determine if a student qualifies to take the LAB-R. The RLER report is check for students that are eligible to take the LAB-R every Monday from ATS. The LAB-R is administered by ESL pedagogue within the first 10 days of the student's first attendance date. The LAB-R is hand scored by the ESL teacher. If the student qualifies for ESL services the parents are contacted by the parent coordinator in their native language to set up a meeting. Additionally, the Spanish LAB 1982 is administered to all Spanish-speaking new entrants who scored at or below the cut scores on the LAB-R only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services. The Data Specialist, Irinea Panlilio, assists the ESL teacher in the ELL identification process. The ESL teacher prepares students for the NYSESLAT by familiarizing students and the teachers working with ELLs with the test format, administering periodic assessments and informing parents about these assessments. In order to annually evaluated ELLs using the NYSESLAT, we first identify the ELLs using the RLAT and RNMR reports from the ATS. The RLAT report provides the LAB-R results and the raw scores of the last three years of NYSESLAT data. The RNMR report provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and speaking/listening. The NYSESLAT scores for the last three years are analyzed to determine their strengths and weaknesses across the four modalities of reading, writing, speaking and listening. We then, share the data with all the teachers working with ELLs so that instruction can be differentiated in all subject areas. The ELLs are provided with necessary academic interventions during and after school hours based on the analysis of the data. To ensure that the four components of NYSESLAT are administered, we use the NYS scheduled administration window for each modality.

2. The LAB-R is administered within the first 5 days of a students admittance so that we can meet with the parents about the results of the LAB-R and student placement no more than 10 days after a student is enrolled. The ESL teacher, Ms. Fawzi, calls the parents or guardians of newly identified ESL students as per the results of the LAB-R as soon as possible and invites them for a meeting. A letter is also sent to remind them of the meeting. During the meeting the parents are shown the Parent Orientation Video (in their native language), given a brochure, and referred to the resources available on the DOE website. The three programs, Transitional Bilingual Education, Dual language, and Freestanding ESL, is described to the parents. Any questions they may have about the programs are answered in their native language. The parents are asked to complete the Parent Survey and the Program Selection form indicating their choice of ELL program either at the conclusion of the meeting or within one week.. After the parents selected the ELL program for their child , they are informed that only Freestanding ESL is offered at our school. We provide them with the list of schools that offer

the program that they selected. When parents choose either a Transitional Bilingual Education or Dual Language program, we keep the records so that we can notify them once the program of choice becomes available.

3. When students scored below proficiency on LAB-R, the entitlement letters and the Parent Survey and Program Selection Forms are distributed to parents through one-to-one meeting or group meeting. The ESL teacher, parent coordinator, and staff working with ELLs make the necessary arrangements for the distribution of the entitlement letters and the Parent Survey and Program Selection Forms. To ensure that the Parent Survey and program Selection Forms are returned, we reach out to parents through phone calls and letters in native language. When these forms are returned they are placed in the students cumulative record. Identified ELL students who choose the Freestanding ESL program are placed into our program if it is chosen by the parent. If forms are not returned within a reasonable amount of time, no more than two weeks, the student is placed in the default program for ELLs which is Transitional Bilingual Education.

4. Based on the students' entitlement as ELL and the parents' response to the Parent Survey and Program Selection Form, the students are placed in the program chosen by the parents. The placement letters are distributed to parents in English and in their native language. We place identified ELL students whose parents choose the Freestanding ESL program in our school as we offer this program. However, we ensure that parent choice is honored by explaining the three ELL programs at the orientation meeting and assisting them by answering any questions they might have about the them. The list of the schools that offer the other programs is provided to the parents so that a choice can be made. The continued entitlement letters are distributed to parents of students who scored below proficiency on the NYSESLAT. Copies of the placement and continued entitlement letters are maintained in the ELL compliance binder in the principal's office.

5. After reviewing the Parent Survey and Program selection forms for the past few years we have noticed a trend in parents choosing our Freestanding ESL program in favor of the other programs. Two years ago, three parents chose the Freestanding ESL program in our school. Last year, there was one parent who did the same thing. This year, one new student took the LAB-R and her score was above the cut-off score. We monitor the trends in parent choice by reviewing the Parent Survey and Program Selection Forms every year.

6. The only program, Freestanding ESL, that is offered at our school appears to be aligned with parent requests. Due to small number of ELLs and budget constraints, we could not offer another program. Currently, we have 26 ELLs in our school. We will maintain alignment between parent choice and program offerings by monitoring Parent Survey and Selection Forms returned to us and tracking the number of requests for programs we do not offer. The list of the schools that offer the other programs is provided to the parents so that a choice can be made.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	10

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	6	0	2	10	0	5	10	1	4		26
Total	6	0	2	10	0	5	10	1	4		26

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	9	10					24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	0	0					1
Haitian														0
French							1	0	0					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	9	10	0	0	0	0	26

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1.a. EMST- IS 190 has a Freestanding ESL program in which instruction is delivered to general education ELLs in a push-in collaborative co-teaching model. Special Education ELLs are instructed in a self-contained setting with the push-in model. Our school utilizes the workshop

A. Programming and Scheduling Information

model for balanced literacy.

b. The program models are Block and Heterogenous.

2. ESMT- IS 190 ensures that the mandated number of instructional minutes is provided according to proficiency levels by placing all general education ELLs in one class per 6th, 7th and 8th grade level as well as all special education ELLs in one class per 6th, 7th, and 8th grade levels. Through this arrangement, the ESL teacher can provide them with their mandated number of minutes. Also, the 37.5 Minutes of Instruction is used to provide instruction to ELLs. The whole school is doing 37.5 Minutes of Instruction.

a. Explicit ESL, ELA, and NLA instructional minutes are delivered through push-in model occurring during ELA, Mathematics, and Social Studies instructional periods. Students have ninety minute double blocks of ELA instruction daily and six periods of forty five minute social studies classes weekly. Students are serviced their mandated minutes based on their varying levels of proficiency (360 minutes for beginners and intermediate, 180 minutes for advanced) during ELA, Mathematics, and Social Studies instructional periods during the week. NLA supports are provided during the instructional periods in these subject areas using materials that are grade and age appropriate that are aligned with the school's curriculum and state standards. In addition to native language materials, the ESL teacher and paraprofessional provide native language support orally and with explanations.

3. The content areas are delivered to the students in English along with a variety of ESL strategies including an emphasis on key vocabulary and visual supports. In our block scheduling program model, students travel together to 45 minute periods for all content area classes including Science, Social Studies, French, Theater Arts and Gym. However, there are double blocks of 90 minutes for ELA and Mathematics.

An example schedule for an ESL student at our school would show two ninety minute blocks of both ELA and Math, one forty five minute period of science, social studies, French, and Theatre Arts. All instructions are given in English, though native language support is present in the classroom to help make content comprehensible. Native language support occurs through students who speak the same native language,

support staff that speaks the student's language, dictionaries, glossaries and books that are grade and age appropriate that are aligned with the school's curriculum and state standards. Many of the student textbooks used in our school have translated copies in Spanish which provided further native language support. The Total Physical Response (TPR) Approach, Language Experience Approach and Balanced Literacy Approach are used to serve the needs of the ELLs. In addition, scaffolding techniques including modeling, contextualization, prior knowledge, schema building, visual aids, graphic organizers and guided practice are used to support the language development of the ELLs in ESL and content area classes.

4. To ensure that ELLs are appropriately evaluated in their native language, the Spanish LAB 1982 is administered to the students.

5. Instruction is differentiated for all students including ELLs and has specific plan for each subgroup. Instruction for ELLs is differentiated according to their proficiency levels and individual needs. Also, ELLs are part of the school's inquiry team in which ELA is the schoolwide focus. The Inquiry Team provides the ELLs with an additional periods of small group/guided ELA instruction per week focusing on reading skills including phonics, fluency, comprehension, and vocabulary.

a. Our staff is trained to identify SIFE students using the Academic Language and Literacy Diagnostic (ALLD) assessment to determine necessary literacy interventions. We currently have one SIFE student in 8th grade. We will assess the students using the Fountas and Pinnell system to determine the students reading level and comprehension and to provide us information about the students writing abilities. The data, in addition to teacher observations and assessments, will be used to set individual goals for this student. Depending on the students proficiency in their native language, native language support materials will be used to provide support to student. Instruction

A. Programming and Scheduling Information

in the classroom will be differentiated to suit the needs of SIFE student while still maintaining academic rigor.

b. Our instructional plan for ELLs in school less than three years is to provide occasional pull out instruction targeted toward vocabulary, reading comprehension and writing development. Since NCLB now requires ELA testing for ELLs after one year we plan to support these ELLs by familiarizing them with the ELA testing format and vocabulary while using guided scaffolded instruction that integrates strategies and skills similar to those incorporated into the exam. Instruction for ELLs is differentiated according to their proficiency levels and individual needs.

c. Our instructional plan to help move ELLs receiving 4 to 6 years of service to proficient level is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, alternative assessments and observations) to identify student weaknesses and strengths that will drive differentiated rigorous instruction across all content areas. The data will be used in goal setting across all content areas. Trends have shown that ELLs in this subgroup at our school tend to need interventions in reading and writing which is taken into consideration when teachers are planning their lessons.

d. Our instructional plan to move Long-Term ELLs to proficiency is by using assessment data (from the NYSESLAT, ELL Periodic Assessment, New York State Tests, ARIS, ACUITY, and alternative assessments and observations) to identify student weaknesses and strengths to drive differentiated rigorous instruction across all content areas. Each Long-Term ELL data is carefully reviewed and used to target very specific skills or areas in need of improvement. If certain interventions or instructional strategies are not effective they will be addressed by the ESL and content area teachers. This information will be used to set individual goals across all content areas.

e. In order to best serve our ELLs with special needs, we take into account the styles and settings in which these students learn best and differentiate instruction to meet their needs. We also utilize technology- based programs that are engaging and challenging for each student.

6. Teachers of ELL-SWDs use the following instructional strategies and grade-level materials to accelerate English language development:
 - Direct instruction, one-to-one/small group instruction, centers, balanced literacy approach, guided reading, readers/writers workshop, peer review, use of technology such as Read 180, Focus skill building materials, and Aim Higher.

7. To meet the diverse needs of ELL-SWDs within the least restrictive environment, the following initiatives are being implemented:
 - AIS push-in model, targeted RtI, Flexible Child Study Team, mainstreaming, use of 37.5 Minutes to provide instruction, sharing of best practices through intervisitations.

Courses Taught in Languages Other than English ⓘ

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

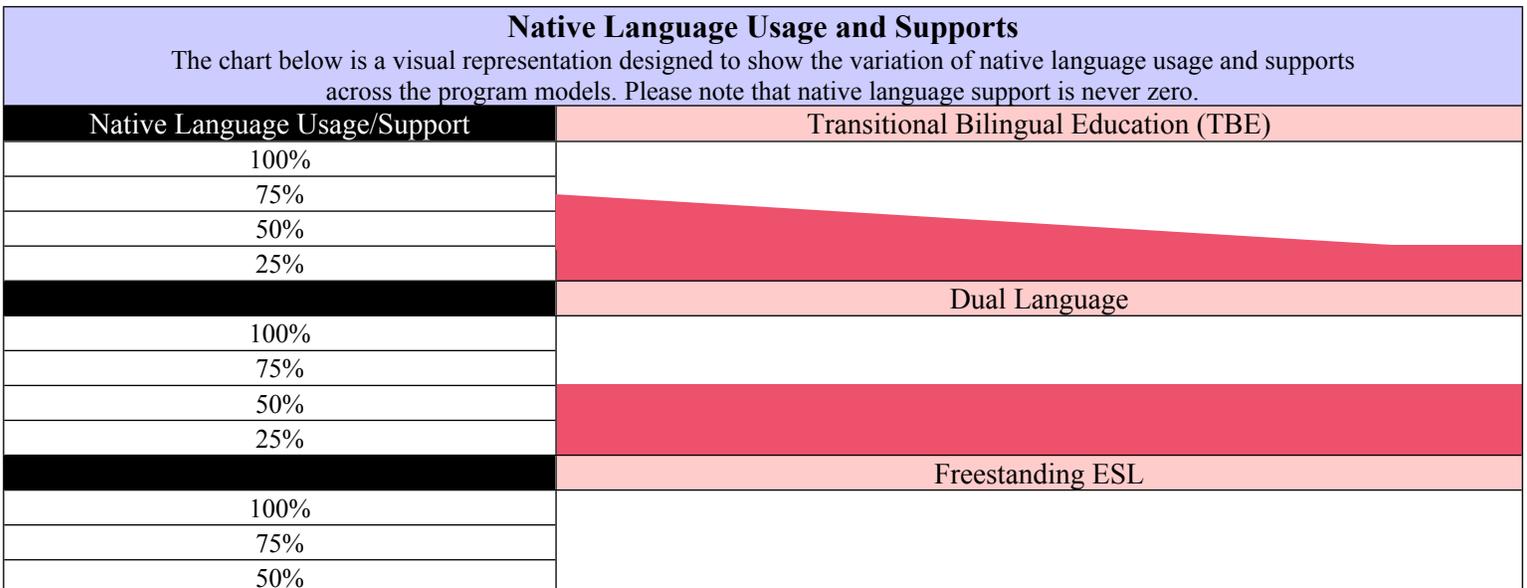
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Our targeted interventions for ELLs in ELA include all ELLs and at-risk F-ELLs as part of schoolwide Inquiry Teams. The focus is ELA and the subskill is reading. The academic intervention programs in ELA and mathematics are delivered during and after school hours, 37.5 Minutes of Instruction, Saturday Academy and Vacation Academy. Although the intervention programs are offered in English, there are available staff members to do translation/interpretation in Spanish, French, and Arabic. To accomplish the goal for each program, the following action plans are being implemented. They include, but are not limited to:

- 90 minute blocks of ELA and math instruction
- Use of Point of Entry Model to deliver ELA and math instruction
- Use of technology (Read 180, Acuity, Study Island, DimensionsU)
- Alignment of ELA and Math instruction and resources with the New York State Learning Standards
- Conducting parent workshops that will support the academic achievement of the students
- The use of accountability tools to analyze student data and drive instruction,
- Professional development for staff
- Studying current educational issues and trends in ESL, ELA and Math instruction
- Facilitating connections among The Arts and content areas to advance student learning.
- Balanced Literacy Approach
- Differentiated instruction
- Contextualization

Instruction provided to students is driven by students identified levels or identified areas in need of improvement. Ongoing assessment provides evidence of student learning and need for changes to drive instruction.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to continue providing them with ELLs testing accommodations when deemed advantageous for the student. Also students will continue to be supported through our balanced literacy approach as well as through challenging and academically rigorous tasks in their identified areas in need of improvement. Their achievement and ongoing progress will be closely monitored by all staff members and through goal setting and attainment. All pedagogues are trained in using ESL strategies and many are specifically trained in their content areas and are able to use these strategies to support and differentiate their instruction to accommodate former ELLs. Furthermore, the ELLs are included in the Inquiry Team and they are receiving additional ELA instruction.

10. If budget permits, we are going to offer another program that will suit the needs of the students for the upcoming year. We will continue to obtain more resources and materials to meet the needs of ELLs.

11. There won't be any discontinued program/services for ELLs.

12. ELLs are afforded equal access to all programs in our school. They receive two additional periods of ELA instruction per week as part

of the Inquiry Team. All ELLs receive interventions during 37.5Minutes of Instruction. They attend After School Academy, Saturday Academy, and Vacation Acaemy. The focus of after school programs include, but are not limited to, the following:

- Guided reading
- Reading comprehension strategies
- Writing process
- Math skills strategies
- Test sophistication strategies

13. In addition to the textbooks, reading materials and resources that are used in different subject areas, we provide ELLs with additional instructional materials that are suited to their levels such as reading books, both in English and Spanish, bilingual dictionaries, and translated

edition of the textbooks. Technology used for instruction includes, but are not limited to Read 180, Acuity, Study Island , DimensionsU, and

Geometer's Sketchpad. In content areas, the following textbooks are used: Mathematics - Impact Mathematics; Science - Glencoe Science; Social Studies - Holt McDougal Social Studies. The texbooks, workbooks, and other resources are available in Spanish.

14. Native Language support is provided through texts that are available in both English and the students' native language. Also, our school uses bilingual dictionaries or glossaries, oral translations, explanations or comprehension assessments offered by teachers and aides. Our school has a variety of reading materials in Spanish that are grade and age appropriate and are aligned with state standards. There are also reading materials in French.

15. Yes, the required services support and resources correspond to the students' ages and grade levels.

16. Newly enrolled ELL students receive information about our school during orientation a week before school starts. They meet the principal, assistant principal, parent coordinator, and their teachers. They are given tour of the school. Each student is assigned a buddy or school ambassador, who speaks the student's native language, to help each new student adjust to our school environment.

17. French is the elective language offered to ELLs at our school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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.

The professional development plans for all ELL personnel - teachers working with ELLs, paraprofessionals, office staff, support staff, and parent coordinators - are as follows:

On-going workshops/trainings on the following topics will be provided to them during the weekly departmental meetings. The topics include, but not limited to, the following: ELLs Accountability Rules and Policy; NYC and NYS Accountability Tools and Resources; Citywide Instructional Expectations for 2011-2012; Analyzing Data from Multiple Sources; Common Core Learning Standards; Differentiated Instruction; NYS Testing Programs - ELA, Mathematics, NYSESLAT, and Science; NYC Periodic Assessments; Vocabulary Instruction; Reading Comprehension Strategies; Research-Based Instructional Strategies that Work with ELLs, Effective Feedback; and Examining Student Work. All ELLs and F-ELLs who are at-risk are the target population in our Inquiry Team. The focus of inquiry is ELA - Reading Comprehension. All inquiry work and trainings about the Inquiry Process are conducted during weekly grade-level meetings. All issues concerning ELLs are discussed during these meetings.

In addition to the above mentioned PD, the following workshops will be conducted effective January 2012.

- * January 12, 19, and 26 : Curriculum Mapping with the Common Core
- * February 2, 9, and 16 : Curriculum Mapping with the Common Core/Unit Planning
- * March 1, 8, 15, 22, and 29 Instructional Task Bundles - Unpacking Standards, Norming Student Examples, Unit Planning, Lesson Planning
- * April 5, 19, and 26 Examining Student Work /Inquiry Work
- * May 3, 10, 17, 24, and 31, June 14 and 21: Creation of Tasks/Culminating Assessments for All Units

All staff members are encouraged to attend available professional development outside the school. They are also encouraged to obtain a bilingual or ESL extension through grants offered by different institutions.

2. Staff members are provided with professional development workshops on Learning Standards for English as a Second Language- Middle School and Commencement levels. It includes, but not limited to, the learning standards, performance indicators, sample classroom tasks, learning experience in ESL by English proficiency level in each grade level. In addition, the school leadership and guidance counselor support the staff members and parent coordinator by communicating with ELLs and their parents regarding specific issues that need their attention and guidance. To assist ELLs as they transition from middle school to high school, the guidance counselor received professional development workshops such as, but not limited to, the following topics: High School Articulation, Response to Intervention, Gathering and Analyzing Student Data from Multiple Sources, and Inquiry Process. These workshops were turn keyed to staff members.

3. First, the staff who needs the minimum 7.5 hours of ELL training is identified at the beginning of the school year. The ELL training is provided in and outside the school. The staff members are sent to ELLs workshops conducted outside the school whenever they are available. The assistant principal, instructional coaches, ESL teacher, Data Specialist, and other capacity builders in the school provide training inside the school. Records of professional development workshops/training are kept in the PD binder in the principal's office.

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?

Paste response to questions 1-4 here

1. Every effort is made to involve parents in the education of their children. To increase parental engagement, including parents of ELLs, administrators, staff and Parent Coordinator will plan and implement the following strategies and activities during 2011-2012 school year.

- ELL teachers will conduct workshop for parents to help them understand the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) for ELLs.
- The Data Specialist will conduct workshop to provide opportunities for parents to help them understand the accountability system: NCLB/State accountability system, student proficiency levels in NYSESLAT, ELA and Mathematics, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- Schedule parent 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. These meetings will be conducted by the principal and/or assistant principal.
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Encourage meaningful parent participation on School Leadership Teams, Parent-Guardian Association and Title I Parent Committee;
- Parent Coordinator will provide training on how to use ARIS Parent Link.
- Conduct parent workshops with topics that may include parenting skills, understanding current educational issues such as the Common Core and Citywide Instructional Expectations; literacy, mathematics, accessing community and support services; and technology training to build parents' capacity to help their children at home
- Arrange opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities.
- Invite parents to participate in cultural celebrations such as Harvest Dance, Hispanic Heritage Month, and African-American Month
- Invite parents to participate in celebrating the academic achievement of their children during the Honor and Award Assembly four times a year
- Conduct workshops about the citywide and state assessments: periodic assessments, NYESLAT, NYS ELA, Mathematics, and Science Tests. The Test Coordinator, Literacy Coach, and Mathematics Coach will facilitate these workshops.

The above-mentioned workshops/trainings will be conducted monthly in collaboration with the Parent-Guardian Association (PGA). The parents will be notified of any forthcoming events/activities through letters, emails, and/or telephone calls. The written communication will be translated in the language that parents can understand. The ELL parents will continue to be an integral part of our Title III LEP Program.

2. Our school works with Children's Aid Society (CAS) to provide additional services to ELLs.

3. The needs of the parents are evaluated through person-to-person contact, telephone calls, written communication, surveys, and listening to feedback and concerns from ELL students and parents. Our parent coordinator, Mr. Melendez, works closely with administrators, support staff, and teachers of ELLs to coordinate school events for ELL parents and deliver information in a timely manner. When necessary, he enlists the help of staff and parent coordinators from other schools. He attends the District 12 Middle School Fair to meet and interview prospective new students and their parents. Then, he organizes open house and orientation for new students and their parents.

4. Our parental involvement activities address the needs of the parents by providing them with the following supports:

- 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

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)							1	1	1					3
Intermediate(I)							5	5	2					12
Advanced (A)							3	4	1					8
Total	0	0	0	0	0	0	9	10	4	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	3	0	0	10
7	3	8	0	0	11
8	2	3	0	0	5
NYSAA Bilingual Spe Ed				1	1

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	2		6		2		0		10
7	2		8		1		0		11
8	1		3		1		0		5
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		3						5
NYSAA Bilingual Spe Ed									0

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

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

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

- 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.

Paste response to questions 1-6 here

- Our school uses Fountas and Pinell running records to assess the early literacy skills of our ELLs. We use the San Diego Quick to obtain a beginning level and then conduct two more times during the year to track progress. This data provides us with a wealth of information about our ELLs reading literacy skills including accuracy, fluency, comprehension and phonemic awareness, phonics, letter learning, and high frequency word knowledge. This information helps inform our schools instructional plans and shared with all of the ELLs teachers so that instruction can be rigorous and differentiated as well as aligned to standards for these students in all content areas. A review of the quantitative data available on our students shows that many ELLs are on reading levels that are 1 or 2 grades behind their actual grade.
- Analysis of NYSESLAT scores revealed the following data patterns across proficiency levels and grades:
 - In 6th grade, only one student scored on beginning level, while five scored on intermediate level, 3 on advanced level, and one scored proficient.
 - In 7th grade, there are three students on beginning level, five on intermediate level, 4 on advanced level, and one on proficient level.
 - In 8th grade, one student is on beginning level, two on intermediate level, one on advanced level, and one on proficient level.
- Patterns on the NYSESLAT modalities show that our ELLs are very strong in Listening/Speaking and that most students are scoring at advanced or proficient levels on these modalities. However, in reading and writing the majority of our students are scoring at intermediate or advanced level. This data is the basis of our instructional decisions to include more rigorous reading and writing instruction across all content areas. Our main focus will be on improving students' reading and writing skills while also challenging students' speaking and listening skills through academically rigorous tasks, project-based learning, guided reading and writing tasks and scaffolded practice.
- School leadership and teachers are trained to and allowed access to ELL periodic assessments in order to assess a student's individual

needs and to drive instruction. This data analysis, paired with individual student data from ARIS, ACUITY and other assessments allow us to provide targeted intervention and differentiated instruction utilizing the student's best learning style in the identified areas in need of improvement. The school has learned from the ELL periodic assessments that students continue to struggle with similar skills found on both the ELA and ELL assessments particularly with vocabulary and the use of context clues. The success of our ELL programs is evaluated using the data that is collected and analyzed, through student and parent feedback, standardized assessments, classroom assessments and observations, and perceived student confidence and goal attainment.

5. N/A

6. We evaluate the success of our programs for ELLs based on the gains and success they obtain on formative and summative assessments such as the periodic assessments, NYSESLAT, and NYS ELA and Math Tests. In addition, we also take into consideration the students' classwork, report cards, teachers observations, parental and student feedback about our program.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: ESMT - I. S. 190

School DBN: 12X190

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIANA JADE SANTIAGO	Principal		12/1/11
MARK TURCOTTE	Assistant Principal		12/1/11
	Parent Coordinator		
LAMIA FAWZI	ESL Teacher		12/1/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
IRINEA PANLILIO	Coach		12/1/11

School Name: ESMT - I. S. 190

School DBN: 12X190

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
NORMA ELLIS-WRIGHT	Coach		12/1/11
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x190 **School Name:** ESMT - I. S. 190

Cluster: 6 **Network:** 608

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Using available data, the parent coordinator, ESL teacher/coordinator, and data specialist conducted a survey/analysis of students' home language. All completed Home language Identification Surveys, emergency cards and data obtained from the ATS are kept in a drawer in the main office. Also, ATS reports such as LAT and RHLA are used to assess the needs for written and oral interpretation.

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 number one non-English home language is Spanish. There are two students whose home language is neither English nor Spanish. One student's home language is French and the second is Arabic. The findings were reported to the school community through written communication, emails, and oral communication during staff, grade, departmental meetings and parent workshops.

Part B: Strategies and Activities

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

All written communication are written in English and Spanish. Written translation is provided in-house by staff members whose native language is Spanish and by the parent coordinator. Translation in French is done by the French teacher and Arabic translation is done by the ESL teacher whose native language is Arabic. Translation is done at least two weeks before the written communication is sent to parents to accommodate time for review and revision. For further questions and explanations about the written communication, parents are invited to call or come to school.

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

Oral interpretation services are provided in-house. Every staff member whose native language is Spanish serves as an interpreter. The parent coordinator and parent volunteers also serve as interpreters. The French teacher serves as an interpreter in French while the ESL teacher does the oral interpretation in Arabic. Oral interpretation services are available to parents who need them either in person or through telephone.

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>.

In compliance with Section VII of Chancellor's Regulations A-663, the school will undertake the following steps:

- a. Provide each parent with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The translated versions of this document will be taken from the DOE website.
- b. Signs indicating the availability of interpretation services will be displayed in conspicuous locations in school.
- c. School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barriers.

In situation where there is no available translator or interpreter, the school will contact the DOE Translation and Interpretation Unit.

