



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** The Christa McAuliffe School I.S. 187

**DBN (i.e. 01M001):** 20K187

**Principal:** JUSTIN BERMAN

**Principal Email:** [JBERMAN3@SCHOOLS.NYC.GOV](mailto:JBERMAN3@SCHOOLS.NYC.GOV)

**Superintendent:** KARINA CONSTANTINO

**Network Leader:** JULIA BOVE

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Justin Berman	*Principal or Designee	
Jeffrey Feil	*UFT Chapter Leader or Designee	
Laura Hamilton	*PA/PTA President or Designated Co-President	
Betty Bonura	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Eileen Cullen	Member/	
Rose Lanfranchi	Member/	
Lucy Lopez-Flores	Member/	
Frances Elsayed	Member/	
Helen Chee	Member/	
Jennifer Kruger	Member/	
Linda LaSpina	Member/	
Paul Golding	Member/	
Jeny Wong	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

	Indicate using an "X" in the box to the left of each section that the section has been completed
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, school leaders will use the Danielson Framework to conduct formal and informal observations, provide effective feedback and support to improve instructional practices as measured by 75 % of teachers improving at least 1 proficiency level in teaching practice reflected in a tracking tool.

### 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 goal complies with NY State law, requiring schools to implement a new Teacher Evaluation and Development System known as *ADVANCE* in New York City. In order to effectively implement NYS law and support teacher progress all members of the school community will continuously become acquainted with the new teacher evaluation system in order to accurately support and access teacher development.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. The responsible supervisor meets with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and optional goals for the year. Teachers select Option 1 or Option 2. The supervisor goes over the MOSL for the teacher and outlines MOSL related activities.
2. The Principal schedules cabinet meetings and other professional development opportunities provided by the Network and the Talent Coach to familiarize all supervisors with the 22 components of the Danielson's Framework. Training will include case studies and viewing teaching videos on ARIS.
3. The principal and assistant principals along with the Network team and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan.
4. Provide teachers with on-going TEACHSCAPE professional development based on identified needs for their informal and formal observations (and self-reflection or self-assessment).
5. Schedule individual End of Year Conferences with all teachers to reflect on their teaching practice throughout the year, discuss evidence of teaching practice and student learning across the year focusing on growth in teaching practice and next steps for continued improvement that results in student achievement.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal and teachers.
2. Principal, Network Achievement Coach, Talent Coach and Assistant Principals. Professional Resource: Danielson Framework for Teaching; ARIS teaching videos & case studies
3. Principal and Assistant Principals, Network Achievement Coach and Talent Coach. Professional Resource: Danielson Framework for Teaching.
4. Principal, Assistant Principals, UFTTC Literacy Coach, Network Achievement Coach and Talent Coach
5. Principal, Assistant Principals and teachers

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completion of Initial Planning Conferences during which time teachers select Option 1 or 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through ADVANCE.
2. With support from the Network team and the Talent Coach, Principal and Assistant Principals engage in conversations that reflect knowledge of all 22 components of Danielson.
3. The target used to evaluate progress is supervisor ratings that are calibrated within one performance level.
4. Professional development will result in improved teaching practice by at least one proficiency level by the end of the school year.
5. Supervisors will conduct End of Year Conferences and complete required entries on ADVANCE resulting in 75% of teachers improving at least 1 proficiency level in teaching practices reflected in ADVANCE or a tracking system.

#### D. Timeline for implementation and completion including start and end dates

1. September 9<sup>th</sup> – October 25<sup>th</sup>, 2013
2. August – December, 2013
3. October – June, 2014

4. September – June, 2014
5. By June 1<sup>st</sup>, 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The supervisor and the eligible teacher use the suggested DOE IPC agenda format to conduct 1 IPC for at least 15-minutes during a previously scheduled date and time which could take place during a preparation periods.
2. Twice a month cabinet meetings take place and once a month the network provides the principal and assistant principals with professional development in alignment with Danielson and ADVANCE. Administrators have also attended other professional development provided by the Department of Education based on Danielson and / or ADVANCE.
3. The principal provides assistant principals with a pre-planned observation schedule identifying cabinet observations and individual administrator observations.
4. On-going professional development is provided by administrators and TEACHSCAPE during: 1 faculty conference per month; optional coaching sessions during lunch and learns held 1 X per month X 9 months between September 2013 and June 2014; Inter-visitations scheduled 1 period X 1 Day per week for targeted support as needed; 3 hours of scheduled mandated professional development for all teachers during one 60-minute between September 2013 through June 2014.
5. The supervisor meets one-on-one with each teacher to engage in an End of Year Conference for at least 15-minutes during a predetermined time period that can be scheduled during a preparation period or before and after school.

**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).

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

- hosting educational family events/activities during Parent –Teacher Conferences and throughout the year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association,
- supporting or hosting Family Day events;
- establishing a Parent Resource /Area or lending library; instructional materials for parents;
- hosting events to support 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 home;
- maintaining our school's website on Edline, which includes important notices, assignments and school news;
- school messenger home phone system;
- maintaining our school's website on Edline, which includes important notices, assignments and school news;

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Professional Development funds will be allocated from the general budget from the budget to supplement DOE funds to support teachers and administrators.

**Goal and Action Plan #2**

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.

To effectively implement a new research-based English Language Arts curriculum to support CCLS alignment for 100% of our students by June 2014.

**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.

According to our NYS Report Card, 100 % percent of our students made AYP in ELA during the 2012-2013 school year. Our school's performance index was 93.8 out of a possible 100, with our percentile ranking of 99.4. In order to maintain our continued success, a rigorous, and recommended, NYS curriculum was selected for use in all

grades in ELA.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

During the 2013 and 2014 school year the following strategies will be implemented to support and analyze the curriculum implemented.

1. Administrators, UFTTC Literacy Coach and ELA teachers will participate in citywide training surrounding Expeditionary Learning curriculum.
  - a. Training will be differentiated for teachers based upon curriculum exposure
  - b. Parents will be informed of curriculum changes through SLT, PTA and Edline.
2. Network Support
  - a. Teachers will attend ELA Ambassador meetings to review effective teaching strategies, which will be turn-keyed during weekly teacher team meetings 1x per month from October 2013-June 2014.
3. UFTTC Literacy Coach will support staff with training and implementation of curriculum and resources 1x per week from September 2013-June 2014.
4. Teacher Team meetings
  - a. Teachers will meet weekly for 50 minutes to review, reflect and assess current Expeditionary Learning units of study for effectiveness and training 1x per week from September 2013-June 2014.
5. Administrator will meet with UFTTC Literacy Coach and Teacher leaders to discuss curriculum, modifications and support training during weekly cabinet meetings and monthly instructional team meetings. .

#### **B. Key personnel and other resources used to implement each strategy/activity**

The personnel utilized in order for the above-mentioned goal to be accomplished will be administration

1. Assistant Principal, UFTTC literacy coach, ELA teachers, SLT, and Parents. The resources include Expeditionary modules with related resources and student materials purchased through NYSTL funds as well as Edline (school website).
2. Administrators, UFTTC literacy coach and ELA Ambassadors will be trained using the network expertise surrounding curriculum and assessment.
3. UFTTC Coach and All ELA teachers using materials provided by Expeditionary and UFTTC training surrounding effective teaching practices.
4. Assistant Principals, ELA Teachers and UFTTC Literacy Coach the resources will include: student work, unit plans and teacher unit reflections.
5. Assistant Principals, UFTTC Literacy Coach and ELA teachers will review student work and teacher analysis of lessons and units.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

The personnel utilized in order for the above-mentioned goal to be accomplished will administration, UFTTC literacy coach and all ELA teachers. The resources include Expeditionary Learning modules with related resources and student materials purchased through NYSTL funds.

1. Assistant Principal will review and discuss professional development training and implementation review during walk through and provide teachers will timely and specific feedback regarding strategy and unit implementation.
2. Administration and UFTTC Literacy Coach will meet with ELA teachers After Network Training to review materials and plan for turnkey information during teacher team meetings.
3. Teachers will meet with administrator and UFTTC literacy coach during 50-minute weekly team meetings to review program, analysis of student work and resources after each professional development training. Teachers will independently and as a team analyze the unit of study and accompanying lesson plans /materials with DOK level to ensure rigorous standards. Review of team meeting agenda and minutes to determine progress and/or next steps.
4. School leaders will review program effectiveness monthly as they will review teacher team meeting notes/agenda, student work samples and teacher analysis and modification samples.

#### **D. Timeline for implementation and completion including start and end dates**

1. August 2013- June 2014
2. October 2013-June 2014
3. November 2013-June 2014
4. September 2013-June 2014
5. October 2013-June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Administration and ELA Teachers will be paid per-session to attend summer training session and as well released to attend professional development during the

school day.

2. ELA Teachers will be released to attend Network training and meet with colleagues programmed common planning periods, and weekly teacher team meetings 1 X per week from October 2013- June 2014.
3. UFTTC Literacy Coach will be released for UFTTC training sessions as well as provide professional development during 1x per week from October to June 2014 for 50 minute teacher meetings as well as school wide professional development.
4. Teachers will meet as per schedules 1x per week for 50-minute from September–June 2014 collaborative teacher team meetings to review and discuss curriculum and professional development. In addition to scheduled common preparatory periods.
5. During weekly cabinet meetings as well as weekly scheduled meetings between the UFTTC literacy coach and administrative staff to review training and units. In addition, 1x per month from October 2013-June 2014, Instructional Team Meetings/Professional Development Planning will review teacher-training process.

### **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).

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

- hosting educational family events/activities during Parent –Teacher Conferences and throughout the year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association,
- supporting or hosting Family Day events;
- establishing a Parent Resource /Area or lending library; instructional materials for parents;
- hosting events to support 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 home;
- school messenger home phone system;
- maintaining our school's website on Edline, which includes important notices, assignments and school news;

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NYSTL funds will be used to purchase the program and funds to support the general budget will be allocated for professional development.

### **Goal and Action Plan #3**

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.

To effectively implement a new mathematic curriculum in all grades addressing the common core standards for 100% of our students by June 2014.

#### **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.

According to our NYS Report Card, 100 % percent of our students made AYP in Math during the 2012-2013 school year. Our school's performance index was 93.8 out of a possible 100, with a percentile ranking of 98.4. In order to maintain our continued success a rigorous recommended NYS curriculum was selected for use in all grades in Math.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

During the 2013 and 2014 school year the following strategies will be implemented to support and analyze the curriculum implemented.

1. Administrators and math teachers will participate in citywide training surrounding new Pearson CMP3 curriculum.  
Training will be differentiated for teachers based upon curriculum exposure  
Parents will be informed of curriculum changes through Edline (school website)
2. Network Support  
Math Ambassadors will attend network meetings to review effective teaching strategies, which will be turn-keyed during weekly 50-minute teacher team meetings.  
Network Math support training will be provided to unpack CMP3 materials and resources utilized.
3. Teacher Team meetings  
Teachers will meet weekly for 50 minutes to review, reflect and analyze current unit for effectiveness.
4. Administrator and teacher leaders will meet to discuss curriculum, modifications and support training.

**B. Key personnel and other resources used to implement each strategy/activity**

The personnel utilized in order for the above mentioned goal to be accomplished will administration, network support and Math teachers. The resources included Pearson modules with related resources and student materials purchased through NYSTL funds.

The personnel utilized in order for the above-mentioned goal to be accomplished will be administration

1. Assistant Principal and all Math teachers. The resources include Pearson CMP3 modules with related resources and student materials purchased through NYSTL funds. Parents will be notified through Edline (school website)
2. Administrators, Math Ambassadors will participate in network training surrounding best practices.
3. Administration All Math teachers using materials provided by Pearson.
4. Assistant Principals Network support and Math Teachers, the resources will include: student work, unit plans and teacher unit reflections.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Assistant Principal will review and discuss professional development training and implementation review during walk through and provide teachers will timely and specific feedback regarding strategy and unit implementation.
2. Administration and will meet with Math teachers after Network Training to review materials and plan for turnkey information during teacher team meetings.
3. Teachers will meet with administrator during 50-minute weekly team meetings to review program, analysis of student work and resources after each professional development training. Teachers will independently and as a team analyze the unit of study and accompanying lesson plans /materials with DOK level to ensure rigorous standards. Review of team meeting agenda and minutes to determine progress and/or next steps.
4. School leaders will review program effectiveness monthly as they will review teacher team meeting notes/agenda, student work samples and teacher analysis and modification samples.

**D. Timeline for implementation and completion including start and end dates**

1. August 2013- June 2014
2. October 2013-June 2014
3. November 2013-June 2014
4. September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Administration and Math Teachers will be paid per-session to attend summer training session and as well released to attend professional development during the school day.
2. Math Teachers will be released to attend Network training and meet with colleagues programmed common planning periods, and weekly teacher team meetings 1x per month for network training, 1x per week from September 2013-June 2014 for teacher team meetings.
3. Teachers will meet as per schedules 1x per week 50-minute from September 2013—June 2014 in collaborative teacher team meetings to review and discuss curriculum and professional development. In addition to scheduled common preparatory periods.
4. During weekly cabinet meetings as well as weekly scheduled meetings between the Administrative staff and Math teachers to review training and units. In addition, monthly Instructional Team Meetings/Professional Development Planning will review teacher-training process from October 2013-June 2014.

**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).

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

- hosting educational family events/activities during Parent –Teacher Conferences and throughout the year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association,
- supporting or hosting Family Day events;
- establishing a Parent Resource /Area or lending library; instructional materials for parents;
- hosting events to support 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 home
- school messenger home phone system;
- maintaining our school’s website on Edline, which includes important notices, assignments and school news;

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

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.

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
2.
<b>3. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>5. Timeline for implementation and completion including start and end dates</b>
1.
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**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).

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **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.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

2.

#### **3. Key personnel and other resources used to implement each strategy/activity**

1.

#### **4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

#### **5. Timeline for implementation and completion including start and end dates**

1.

#### **6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

### **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).

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Reading comprehension, writing instruction, vocabulary development. Includes, but is not limited to Teenbiz and Get-A-Clue	Small group instruction, including one-to-one conferencing with one or more teachers  Peer tutoring is available	Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day  NIA after school program  Peer-tutoring – during the school day
<b>Mathematics</b>	Math – skill building	Small group instruction, including one-to-one conferencing with one or more teachers  Peer tutoring is available	Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day  NIA after school program  Peer-tutoring – during the school day
<b>Science</b>	Science – skill building: Literacy integration – including Tiers 2 & 3 vocabulary	Small group instruction, including one-to-one conferencing with one or more teachers  Peer tutoring is available	Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day  Peer-tutoring – during the school day
<b>Social Studies</b>	Social Studies – skill building: Literacy integration – including Tiers 2 & 3 vocabulary	Small group instruction, including one-to-one conferencing with one or more teachers  Peer tutoring is available	Teacher directed instruction provided during the 50-minute Enrichment period, which is during the school day  Peer-tutoring – during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling	Individual and small group	During the school day, as indicated

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>187</b>
School Name <b>Christa McAulife School IS 187</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Justin Berman</b>	Assistant Principal <b>Mary Lane-Citlak</b>
Coach <b>Diane Zizak</b>	Coach
ESL Teacher <b>Lucy Lopez-Flores</b>	Guidance Counselor <b>Breena Kaplan-Ross</b>
Teacher/Subject Area <b>Lisa Forsyth</b>	Parent <b>Linda Hamilton</b>
Teacher/Subject Area <b>Scott Scheiner</b>	Parent Coordinator <b>Carla Palumbo</b>
Related Service Provider <b>Tara Bottone</b>	Other <b>Michelle Lodespoto</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>970</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>3.09%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	29
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	8

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 SWD. [?](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	7	0	7	16	0	14	8		8	23
Total		0	7	15	0	14	8	0	8	23

Number of ELLs who have an alternate placement paraprofessional: 9

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

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

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	6	5					15
Chinese							10	2	1					12
Russian								1						1
Bengali														0
Urdu							1							1
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	15	8	7	0	0	0	0	30

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	6	1	0	1	8
6	1				1
7			1		1
8					0
NYSAA Bilingual (SWD)			1	20	21

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	2	1	5	0	0	0	1	0	9
6					1				1
7							1		1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual (SWD)	1		1		1		17		18

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)							2		2

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 Foreign Language				
Government				
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								

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Our school utilizes two computer assisted instructional programs with all students to develop their listening, reading and writing skills in ELA. These programs are called Achieve 3000 - TeenBiz and Get- A- Clue. Achieve 3000 (TeenBiz) is a program in which students are assessed to determine their current reading comprehension level for non-fiction text. The students take a level set to determine their placement in this highly prescribed program. The students work weekly on at least 2 articles in school that are assigned by their teachers. At the end of each reading, the students take an assessment and complete a written extension activity. The Get-a-Clue program is a vocabulary based program in which students are assigned to a level to learn 10 new words each week. This program enhances the student's learning of the necessary vocabulary to understand complex text in their daily school activities. The data for our sixth graders is limited in that this their first year using this program. The data shows that while they are in the sixth grade students with disabilities they are functioning significantly below their peers within our school population. We find that our ELL students enjoy working with these programs and have shown progress in their reading and writing skillsbased on these programs. Students move up on the lexile levels as the program see individual progress and moves them accordingly.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As of 11/14/13, the RNMR report is still not available in ATS. We have not admisitered any LAB-R exams this school year. Due to the change in the NYSESLAT to a common core assessment may students did not make the progress that we had observed in past years. We did see that many students remained at the advanced level and only 2 students made the proficiency level coming into our sixth grade. We also witnessed that approximately 5 students showed a decreased movement from advanced to intermediate (3 students) and intermediate to beginners (2 students).
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The NYSESLAT combined modality set analysis (RNMR) is not available as of 11/14/13. AMAO cannot be calculated at this time due to the lack of this information.

- For each program, answer the following:
  - 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?

Due to the change in the NYSESLAT to a common core assessment may students did not make the progress that we had observed in past years. We did see that many students remained at the advanced level and only 2 students made the proficiency level coming into our sixth grade. We also witnessed that approximately 5 students showed a decreased movement from advanced to intermediate (3 students) and intermediate to beginners (2 students).

We do not have bilingual programs inour school therefore I am unable to tell how these students would do in taking their tests in their native language.

- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Does not apply to our school.

- How do you make sure that a child’s second language development is considered in instructional decisions?  
We monitor the child's ability to listen, speak, read and write in the second language in order to make adjustments to their instructional programs throughout the school year. Teachers' input is critical to making these decisions and meeting the students English language needs. Teachers work together to develop assessments and activities to show how our ELL population is doing in terms of their subject area curriculum which is Common Core Aligned.

7. 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?

We do not have this program in our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

#### General Education

We use the data from all state standardized tests as one source of information. All of our students are currently working with Achieve3000, which is a web-based reading and writing program that delivers differentiated instruction using non-fiction material. All students use an online vocabulary enrichment program entitled, "Get a Clue". The students find these programs to be challenging and enjoyable. Students progress through this web based program at their individual level as determined by their progress in these programs.

We use the data generated through the Benchmark and Subject specific assessments to help develop group work, and to provide supplemental assignments online. This enables our teachers to deliver differentiated activities that will help our students to progress in both Language Arts and Mathematics. Teachers can also provide students with specific challenging activities that focus on various concepts and skills required, as reflected in this year's assessments given throughout the school year. Students work on-line at home and in school on these activities to meet their individual student needs.

#### Special Education

For our special education youngsters, we look closely at the students' IEPs and the assessments that are done in conjunction with the annual goal setting IEP meetings.

We develop NYSAA datafolios that reflect the children's understanding of the English language through pieces of evidence that are appropriate for each individual child's functioning level. These data are assessed on an Accuracy Level. Each child receives a score that reflects a Performance Level similar to their grade appropriate peers.

In conjunction with the special education teacher, the ESL teacher develops goals on the child's IEP that will strengthen their ability to develop their language skills in English. These goals focus on the four components of the NYSESLAT test in an attempt to develop our four components of the English skills for the individual child.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
ELL Identification Process

Due to the nature of our student population, we have no new-to-the-country arrivals (newcomers) registering to attend our school. The students who come to our school are students who have been tested for the Gifted and Talented Program. Students who enter our school from a private or parochial school are given the home language survey, and an interview of the parent and student is conducted by the ESL teacher (Lucy Lopez-Flores) or assistant principal (Mary Lane-Citlak) to determine if testing with the LAB-R is necessary. If the child is determined to need to take the LAB-R and speaks Spanish, the student will be administered the Spanish LAB.

## Initial Identification

If a newcomer were to come to our school, the parents would complete a home language survey and an interview would be conducted to determine if the child was required to take the LAB-R exam within ten days of enrollment. They would be given the exam.

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.  
If it is determined that they are eligible for ESL services, the parents are invited to attend a parent meeting in which they view a DVD about the NYCDOE programs for ELL students. This parent meeting is scheduled with the parent to insure that they will be able to attend this most important meeting. Since the placement of the child is of critical importance, the meeting is scheduled for within two school days or registration in our school. Translators would be available to discuss the programs available and to answer parent questions.  
We currently have an ESL Freestanding program that is a pull-out program or push-in program depending upon the numbers of students in each level of exam functioning.  
We state to the parents that if a bilingual or a dual language program were to be started in our program that we would contact them to make them aware that this program is now in place.  
Parents do not opt to leave our school for another program in another school since our program is a screened program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Students who have not received a Proficient Level on the NYSESLAT exam are given letters of continued entitlement by the ESL teacher, Lucy Lopez-Flores. These letters are sent to the parents via their child. The letters that are collected are kept on file in Room 3062. The records for these letters are kept on file in room 3062.  
Parents are given a letter of entitlement of services if they do not receive a score on the LAB-R exam that shows proficiency. The parents are asked to complete a parent survey regarding their preference for their child's placement.
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.  
The ESL teacher maintains placement letters for students who enter our school. Letters for students who are entitled to ESL services are given to the parent during the meeting in which the three programs are explained to them. Placement would then be made for the student within our school, based on the parent's survey and the available programs. The ELPC screen in ATS is updated as needed throughout the year within the 20 days.  
If the parent wishes their child to attend a program not available in our school, the ELL compliance officer (Mrs. Macdonna Almont) would be notified to check the availability of programs in other local schools. It would be at the OSE level in which this movement would occur. This situation has not occurred.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Upon review of the list of students eligible to take the annual assessment through the RLAT and the eligibility report, a schedule is developed to administer all components of the assessment to all eligible students. Each band of grades is tested as a group for students required to take this assessment. The speaking portion of the exam is given at the beginning of the window of testing to insure that all students take this exam during the testing window. The listening portion of the assessment is then administered according to the grade level bands. The reading portion of the test is then administered according to the grade level bands. Finally students take the writing component of the assessment. Students' IEP test modifications are also used to group students so that they receive the mandates that they are mandated to have for all assessments.  
If a student is absent during the testing window, the parents are contacted to ensure that they return to school as quickly as possible to take this test component that was missed.
6. 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.) 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.   
Parents usually determine that they would prefer to remain in our school in a free-standing ESL program that includes a blended model of in-class support and a pull out program. The ESL teacher meets with the teachers of the ESL entitled students weekly to make sure that the necessary supports are in place to make certain that the children are making progress.

During the past three years, we have received students into our school who have been in ESL or Bilingual Chinese programs who are still entitled to ESL services. These students are provided with ESL instruction by a licensed ESL teacher who also provided in-school support to the content area teachers of these students. When students are accepted into our school, the ESL teacher and the Assistant Principal meet with the parent to inform them of the ESL program within our school. It is explained that we do not have a bilingual Chinese program. The parent is asked if they would prefer for their child to continue in a bilingual program. In every case, the parent has decided that they want their child to stay in our school since they have been part of the Gifted and Talented screening process and want to attend our school.

The programs that we have in our school are aligned with the parent request for ESL instruction. We have not had a parent want to move their child from our school because we do not have a bilingual program in our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Our ESL "advanced" population consists of 1 grade 8 student in a general education program, one student in the ICT 7<sup>th</sup> grade class and 7 grade 6 students who are in our ICT and 12:1:1. For students who are on the Advanced level, they attend a 45 minute ESL class each day. The students in this class are from all three grades. This class is regularly scheduled into their individual programs.

Our ESL "Beginners and Intermediate" population consists of 25 students who participate in a 12:1:1 program. Instruction for students who are on the beginning and intermediate level, receive 450 minutes of ESL instruction over the six day cycle. One group is taught as a regularly scheduled departmental class into their programs. These students also participate in a special education program of 12:1:1.

The other group is taught in a push in teaching model. This class is co-taught with a ESL teacher along with a special education teacher. These students also participate in a special education program of 12:1:1.

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)?

ESL instruction for beginners and intermediate level students is delivered as a distinct class in each child's program. These students receive 10 periods of 45 minutes of ESL instruction during our 6 day cycle.

ESL instruction for advanced students is delivered as a distinct class meeting 45 minutes each school day.

We do not have a bilinugal program so therefore native language arts is not taught in our school.

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 foster language development and meet the demands of the Common Core Learning Standards.

All students are participating in Common Core Instructional programs within our school. All subject area teachers are using ESL methodology during their classroom instructional time with their classes.

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

Nine children currently have Alternate Placement Paraprofessionals who provide instructional support within the classrooms for these students. Each year, it is reviewed to determine if the child still needs the continued support of the paraprofessional in the classroom. If it is determined that they child no longer needs this support, additional assessments are done to make that final determination through the School Assessment Team.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

These students are assessed through teacher made assessments and through ELL periodic assessments that are administered during the school year.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

WE do not have SIFE students this year.

All students in the ESL programs are evaluated by the ESL teacher and students are placed into the appropriate instructional group for classroom instruction. The ESL teachers are available to meet with the subject content area specialists to assist them in developing lessons that are both challenging and meet the students' instructional needs.

Teachers meet weekly to discuss individual students and their needs within the classroom setting. Strategies are developed to meet their needs and to assess what we need to do to move them closer to English language proficiency. Differentiation is key in addressing the individual needs of students at each level of English Language development.

For students who have recently tested out of the ESL program, we provide support to the teachers of these students as well as provide test modifications to allow students to continue to develop the English language within an education that is rigorous for all students attending our school.

7. 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?

We use Scholastic Code X reading program for our students who are deficient in their reading and writing abilities. This program developed their English language skills of reading, writing, speaking and listening.

The ESL teacher specialist works with the special education teacher specialists to develop programs that meet the needs of their students. Curriculum mapping and interdisciplinary units of study are discussed with the ESL teacher specialist so that a connection can be made in the ESL class. Vocabulary is reinforced in all subject area disciplines. The art and technology teachers work closely with the teachers to facilitate the implementation of the study units with projects in their subject discipline to tie it all together.

For the two students in our general education program and five students who are SWD in our Advanced program, we provide instruction for these seven students who have achieved the "A – Advanced" level on the NYSESLAT exam. They receive one period daily of ESL instruction which is a pull out program that students attend daily to meet the ESL mandate for instruction. This program is ungraded and contains students in grades 6, 6 and 8 grade.

In the special education classroom, we recognize:

The issue of alternate placement within special education classes is an on-going process. Students who require bilingual services are granted an ISP (Interim Service Plan) for the use of alternate placement paraprofessionals. These paraprofessionals assist the students in the educational process by providing these students with the necessary translations from English to their native language. These paraprofessionals receive training given by the ESL teacher specialist and special education teacher specialists to enhance and reinforce the learning of the English language learners using ESL strategies. The paraprofessionals will provide the students with the support required to meet their individual needs. The students are monitored to determine that the services granted under the ISP are appropriate. If it is determined that the services are no longer needed, the services can be removed from the child's IEP. This is based on the student's language ability in English and a determination is made in conjunction with the child's parents.

When an ELL student is due for an annual review, we make a determination as to the level of the English language deficiency and decide whether it is a cognitive learning issue or a language based issue. Based on this annual evaluation, we establish a language goal to be entered on their IEP for the upcoming year. Parents receive four progress reports annually along with their child's report card. This progress report alerts that parents to the observations of the teachers in achieving this goal during this year of instruction.

All students have access to all after school programs regardless of their status as an ELL or former ELL. Many of the students who are identified for these programs are identified due to their need for additional support in the area of written communication. We have attempted to address the needs of these students by providing Academic Intervention Services (AIS)

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We also require that students who do not earn at least a grade of 75 in a major subject to participate in an extended day program on Tuesday and Wednesday from 2:20 to 3:10. These students are evaluated quarterly by review of the report card and teacher evaluations to determine whether they need to continue in this program. Parents are notified via a letter from the school stating

that their child is required to attend this mandated program of study.

All students are given the opportunity to select Enrichment Clusters to participate in during the four quarters of the school year. These programs take place on Tuesday and Wednesday from 2:20 to 3:10. Examples of these programs include mural painting, chess, movie reviews, fitness and exercise, scrabble, math exploration, etc.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

We currently have an afterschool program that focuses on Writing skills, reading and speaking skills and assistance in the understanding of the language of mathematics and problem solving.

We will be adding to our program an OrtonGillingham program for students with reading and writing deficiencies to address their understanding of the process of word attack skills and reading in the content area.

The Mathematics program that we are currently using is Pearson CMP3 Math. This is a new program this year and we are learning the new direction that this program is taking us. WE have an afterschool program three days a week in which students are able to attend to get assistance in the common core learning standards.

During our additional 50 minutes on Tuesday and Wednesday, students who receive a grade of less than 75 on their report card are mandated to attend this program to help strengthen their grades in ELA, MATH, Science or Social Studies.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program for our students has been highly effective. The general education students have made progress each year. The students in our special education program are largely intellectually disabled with significant cognitive delays. Many of these children are NYSAA students and do not take normal standardized tests. So when it comes to their performance of the NYSESLAT, progress is not clearly seen by looking at their scores. With these children we look at their ability to have their needs met and to participate fully in our academic programs.

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

We are expanding the use of Achieve 300 Teen Biz into our special education program. We will roll it out as a whole class activity that students will be exposed to different topics and their follow up activity will be more individualized to meet each student's needs.

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

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are invited to participate in all school programs including our after-school programs.

After School Programs

□ Writing Program - Students meet twice weekly for a total of three hours to develop their literacy skills which focus on guided reading, independent reading, the writing process and exploration of the wonderful world of words.

- Computer Assisted Instruction Program -The students also use on-line learning through Achieve 3000 and Get a Clue Programs to develop their reading, writing, speaking and listening skills during this after school program that meets twice weekly for a total of 3 hours.

□ Mathematics Program – students meet twice weekly for a total of three hours to further their ability in mathematics with a focus on the key performance indicators and their problem solving abilities.

□ High School Test Preparation – students are provided the opportunity to attend a program that focuses on the Specialized High School Exam that eighth grade students take in the fall. This program runs for three weeks in the spring for seventh graders and is followed up by a three week refresher course for the grade 8 students in the fall prior to the exam. Both components (verbal and math) of the exam are addressed by one two hour session each week.

□ We also have the following after school programs to address students' interests. They include: Drama Club and CHAMPS programs.

Our Academic Intervention Services mentioned above are well rounded and content specific in nature. All students are invited to participate in these programs. Parents are sent letters detailing the program and the possible impact it will have on their child's academic success, and attendance to these programs is monitored on a daily basis. Parents are kept informed regarding their child's progress. The teachers working in these programs are involved in the development and implementation of the skills to be

addressed.

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

All classrooms are equipped with a smartboard that allows students to interact with their instructional programs in each of their content area classes.

#### FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL)

Our ESL program for our self-contained special education students is a pull out program that addresses their individual educational needs. The students participate in ten sessions of 45 minutes of ESL instruction during our six day cycle. For the remainder of their instructional time, they receive instruction using ESL methodology. During the course of their day, they are working with teachers who have received the necessary ESL training to work effectively with these children.

During the ESL session, the ESL teacher specialist works with the students and their paraprofessionals utilizing the materials listed below:

-Spelling Connections – Grades K/1 – This book focuses on phonemic awareness from the sounds of the letters to the thinking, spelling, reading and writing of the English language.

-Phonics Build Better Readers Activity Book – Grade K/1 – This book continues to develop the phonemic awareness of the students that strengthens their reading and comprehension abilities. The book series contains short stories that focus on the sounds that were introduced.

-Handwriting by Zaner-Bloser – These books focuses on the writing of the letters in the English language.

-Starfall.com Level I and II Reading and Writing Journal – This book assists the students in organizing their thoughts into the written word in a journal format.

-Sight Word Journal by Lakeshore – This is a workbook series that focuses on developing the sight word vocabulary for new readers of the English language.

We have added to our ESL program, the use of Brain Pop Computer program that provides a student centered program that focuses on themes throughout the year such as holiday exposure, different topics that may be used in their content area classes are explored through this program.

Teen Biz is a computer assisted program, that is being adopted for our students in our special education program that is used as a whole group activity in which students are introduced to a story and read it as a group. From this whole group activity, individual and or small group activities are developed to meet the needs of the students within each group.

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

We do not have bilingual programs in our school, we do have 9 students who receive the instructional support of bilingual paraprofessionals in our special education programs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We provide the required time of ESL for each proficiency level. Students who are at an Advanced level on the NYSESLAT receive 45 minute period daily of ESL services. Students who are beginners or intermediate level receive a total of 360 minutes of ESL services in 5 days. Our school is on a 6 day cycle, therefore our students receive 450 minutes of ESL instruction to meet the required mandates.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All students who are newcomers (0 to 3 years) are provided with as much support as needed in order to become familiar with our school via tours and a buddy system so that they have another student or adult to rely upon for class movement and how to get around the building. All students enter our building as new to our building. All students are given a tour of our school and they quickly learn where their classes are located and who their teachers are.

18. What language electives are offered to ELLs?

Spanish is our foreign language program for all students in our school.

19. For schools with dual language programs:

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

We do not have this program in our school.

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

### PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

The following programs and topics are provided to all teachers throughout this school year in our effort to develop and strengthen programs for all students:

- Rubric Evaluation – Teachers develop rubrics with their classes to evaluate student work. Rubrics are developed for writing assignments that are aligned to the state standards.
- Differentiation in the Subject Area Classroom – Teachers develop and implement instructional strategies to meet the needs of all the students in their classes. Teacher training and workshops examining differentiation in the classroom are provided to all staff members throughout the school year. Teachers meet in collaborative teacher teams to focus on how differentiation can be incorporated into their classrooms throughout their daily lessons. We also examine the data available to see how we can group students for learning. We discuss with the general education teachers the modality report for the NYSESLAT exam and discuss ways in which we can provide meaningful instruction to develop the areas of language that are still considered to be deficient for our current ELLs.
- Teachers have developed two collaborative groupings that they are working with throughout this school year. Teachers are sharing their best practices during these weekly meetings. The focus of these groups are Curriculum Based and Inquiry Student Needs Based. The Curriculum Based groups are teachers working with teachers who teach the same subject matter and grade level. They work together to develop classroom activities that are Common Core Aligned, instructional units and review of student work samples to determine if the activity yielded the results they wanted from their students. The Inquiry Student Needs Based group meet as teachers who teach the same students. This group focuses on the specific needs of their students and develops activities around the needs of the students that they are focusing on for this inquiry work.
- Inquiry Team Target Population – For the last several years, we have focused on student writing, specifically in the area of writing mechanics (e.g., capitalization, spelling, punctuation and usage). In addition, we are also focusing on the specific needs for our student population, which is primarily former ELL, to develop their vocabulary skills, and to further their understanding of figurative language. We have developed a school wide Writing Mechanics Rubric to help us evaluate students' work samples. We are unified in our efforts to improve the written and spoken English language of our current and former ELLs. Students who are newly proficient in English are considered for Inquiry follow up in English Language Arts. This also provides additional support for these students through the mandated and enrichment groups and the after school programs.
- Public Speaking Initiative – For the past several years, we have come to understand that our current and former ELL students who speak Chinese at home often do not volunteer to speak in class. We have begun to monitor student participation in class more systematically. We focus our efforts on the effective communication skills of our current and former ELLs by monitoring their ability to develop their oral speaking skills through this initiative.

All teachers are given the opportunity to participate in training that they feel will benefit themselves and their students. All teachers are working with ELLs have received the necessary training and are encouraged to attend any professional activity that will be of benefit to themselves and their students.

Professional development activities for the assistant principals include conferences held on the city-wide and network level that address our student population's unique needs. The conferences include ELL instructional content specific workshops, development of the LAP document, NYSESLAT administration and scoring training.

Professional development activities for the school secretaries include webcasts, meetings to address the changes in the Home

Language Survey, etc.

Professional development for the Parent Coordinator includes meetings held by the Office of Student Enrollment and the Office of Parent Engagement to address the needs of the students and the parents of English Language Learners to assist them in their understanding of the programs and activities for their children within the NYC DOE.

The professional development that is given to the staff for those who teach the ELL and the former ELL includes school based programs that the teachers design and the administration supports to address the concerns and needs of our staff. At the beginning of each school year, each academy has a meeting in which the students who have recently reached proficiency are discussed. This meeting includes the test accommodations for these students as well as conversations with the past and future teachers to assist the students in a smooth transition from one grade to the next.

The staff that work with the ELL population have received the 7.5 hours of required training. There are notices in the teachers' files that state that they have taken the required training and successfully completed this training. We are currently in the process of getting assistance from the UFT Teacher Center to train any new teacher who needs this training.

## D. Parental Involvement

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

All parents are invited to attend all PTA meetings as well as to participate in meetings that will assist them in working more effectively with their children. Currently, we have offered such workshops as using the Parent Link for ARIS, developing homework and study skills, and transitioning into the middle school to aid the parents in assisting their child in making a successful transition into our school.

We communicate to parents by sending home monthly newsletters, flyers about upcoming meetings and events, weekly phone messages (in English and Chinese), and email notifications. All written communications are done in English and Chinese. These various modes of communication have been increasingly successful in getting the word out to our parents regarding upcoming events and special programs.

In addition to the four quarterly report cards, students will also be given five progress reports throughout the school year to inform parents of how their child is doing in each of his/her classes. Parents will also be able to go on line to EdLine to check on their child's progress and homework assignments. The teachers will update their students' information on a weekly basis. Homework assignments will be posted.

Our PTA and Parent Coordinator together send out a survey requesting input from parents regarding suggestions for our upcoming monthly meetings. This year, in an effort to increase parent involvement, we have asked parents to supply us with their email address so that we can also send important communications home via the internet.

We still recognize the need for a Community Assistant who is fluent in Chinese, so that we may better bridge the gap between the school community and our Chinese speaking families. The Community Assistant has been a tremendous asset to our school community. She translates all written communications and records the weekly phone message that goes home. She attends all school events and enables our Chinese speaking families to more fully participate in our school.

For our Spanish speaking and Russian speaking parents, we employ the use of our bilingual paraprofessionals to translate the necessary documents for our parents who require this service.

## E. 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.

The Christa McAuliffe Intermediate School (IS187) is located in Brooklyn. Our school serves a student population that resides throughout District 20 in the western area of Brooklyn.

Our school's student population is as diverse as Brooklyn itself. There are seventeen different languages spoken in their homes. These languages are Albanian, Arabic, Bengali, Burmese, Greek, Polish, Russian, Spanish, Turkish, Ukrainian, Urdu, Japanese Vietnamese, Chinese (Cantonese and Mandarin), and of course, English. Nearly eighty percent of our student population speaks a language other than English in the home.

The ethnic census for our school indicates the following data:

White	21.44
Asian/Pacific Islander	73.09
Hispanic	4.12
Black	0.61

Our population of former English Language Learners has seen an increase in recent years due to the fact that it reflects the change in our neighborhood.

Our student population consists of thirty-one classes of gifted and talented students, three classes of students with developmental delays, one self-contained tested class of students and two ICT classes. Our school has a current total of 970 students. We also have two general education students who are receiving English as a Second Language Services. Twenty general education students are receiving transitional ESL services since they have tested out of the program within the last two years. The ESL teacher meets with the teachers to determine what supports these children need in order for them to continue to make progress in English. The ESL teacher is also kept informed of any issues that these students are experiencing in class.

While it is true that many of our general education students are coming from non-English speaking homes, the vast majority of these students have achieved proficiency and are currently not receiving English as a Second Language Services. Looking at the data, we find that many of these students who speak Chinese at home are still experiencing some difficulties developing the necessary vocabulary, writing and speaking skills. These are areas in which we provide Academic Intervention Services.

## Part VI: LAP Assurances

**School Name: IS 187**

**School DBN: 20K187**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Justin Berman	Principal		1/1/01
Mary T. Lane-Citlak	Assistant Principal		1/1/01
Carla Palumbo	Parent Coordinator		1/1/01
Lucy Lopez-Flores	ESL Teacher		1/1/01
Linda Hamilton	Parent		1/1/01
Lisa Forsyth	Teacher/Subject Area		1/1/01
Scott Scheiner	Teacher/Subject Area		1/1/01
Diane Zizak	Coach		1/1/01
	Coach		1/1/01
Breena Kaplan-Ross	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Tara Bottone	Other <u>Speech provider</u>		1/1/01
Michelle Lodespoto	Other <u>Espanish/ESL</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 20K187 School Name: Christa McAuliffe IS 187

Cluster: 6 Network: 602

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

### **Part A: Needs Assessment Findings**

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

Through our preferred Language of Communications Survey, we recognize that the parents of our Chinese speaking students need to have material translated in Chinese. Nearly 73 % of our students are speakers of Chinese at home. Our needs assessment indicated that we must have a staff member that is versed in oral, written and spoken Chinese. We have a full time Community Assistant who fills this role in our school. We also translate important communications for our special needs population which is largely Spanish speaking. We have seen an increase in the number of Spanish speaking students who currently in our special needs classes. These students receive the services of Spanish speaking paraprofessionals within the classroom setting. We have 3 Spanish speaking paraprofessionals who are able to translate important documents, speak Spanish to the parents and assist them in completing the necessary forms required by the school.

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.

We have found that Chinese is a largely requested language by our parents. A notice is sent home each September which asks parents to indicate their language of communication. Parents are informed that we have a full time Community Assistant as well as a Parent Coordinator who can assist parents in helping their child succeed in school. We have 3 Spanish speaking paraprofessionals who are able to translate important documents, speak Spanish to the parents and assist them in completing the necessary forms required by the school.

## Part B: Strategies and Activities

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

As stated in Part A: Ms. Mei Mei Ku, our community assistant, is available to translate all written communication in Chinese. She is fluent in Cantonese and has some experience in speaking Mandarin. All notices, flyers, newsletters, etc. are translated into Chinese by Ms. Ku. All documents that are distributed to students are also posted on our school website. Parents are encouraged to check this website daily for announcements and documents distributed to their children. We are also using School Messenger to send out important safety announcements, weekly Principal announcements, etc.

Mr. Garcia, Ms. Faustin and Mr. Paulino will translate all necessary documents into Spanish for the parents who need to have documents in Spanish.

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.

Ms. Ku is available from 7:30 to 3:30 daily in the main office to assist parents. She can be reached in person, via the telephone or email as well. She is also available to meet with parents to facilitate conferences between administration, teachers and parents. She attends all parent meetings and provides translation for our Chinese speaking parents. We also have four language paraprofessionals who act as translators for parents who speak Russian, Chinese and Spanish. These paraprofessionals assist with Spanish speaking parents. They are in school whenever the children are in school.

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>.

Every September, parents receive a letter that asks them in their language which language they prefer to receive critical communications. This form is then entered into the database. With any items that need to be translated, we include a statement that the document is important and needs to be understood by the parent.