



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: DYKER HEIGHTS INTERMEDIATE SCHOOL

DBN (i.e. 01M001): 20K201

Principal: ROBERT CIULLA I.A.

Principal Email: RCIULLA@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: MICHAEL DANTONA

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
Robert Ciulla	*Principal or Designee	
Theresa Buono	*UFT Chapter Leader or Designee	
Elaine Safran	*PA/PTA President or Designated Co-President	
Barbara Cipriano	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heather Tardugno	Member/ CSA	
James Watters	Member/ UFT	
Lorraine Coffey	Member/ PTA	
Lisa Lynch	Member/ PTA	
James Castiglione	Member/ PTA	
Joseph DeFrancesco	Member/ PTA	
Lambrina Gournelos	Member/ PTA	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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, 100% of ELA, ESL, and Math teachers will shift classroom practice to ensure the implementation of a year-long CCLS aligned curriculum in ELA and Math using the respective DOE Core Instructional Materials, aligned to the Common Core Learning Standards, Scholastic Common Core Code X and Pearson CMP3 Connected Math Project 3 as evidenced by classroom observation, assessments and student work.

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 Common Core Standards are being phased in with full implementation by the 2013-2014 school year. Instruction needs to be adjusted from implementation of the New York State Standards to the new Common Core Standards.**
- **This is also a Citywide Instructional Expectation for the 2013-2014 school year.**

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. Teacher teams will meet to analyze data, identify deficit areas, discuss scaffolding methodologies in Code X and CMP3, plan future instruction, and create assessments.**
- 2. Teachers will receive Professional Development for Code X and CMP3 - students will be exposed to common core aligned tasks/activities which incorporate scaffolding strategies for various subgroups and higher level questions through the use of complex texts.**
- 3. Administration and CCLS Coach will provide additional supports through interclass visitations to assist teachers in Code X and CMP3.**

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

- 1. Teachers will meet in grade and subject teams to analyze data and revise curriculum units based on students' current deficit areas. Within the content teachers' schedules are common prep periods that can be used to meet and work together to revise the Common Core units. The 37 ½ minute team meeting each week will be utilized for the teacher teams to meet and analyze data in order to revise/ create tasks and future assessments.**
- 2. Ongoing professional development will be scheduled throughout the year through Scholastic, Pearson, Network, and DOE.**
- 3. The Assistant Principals, lead content teachers, and CCLS Coach will facilitate team meetings, identify resources needed, and**

report to the Principal on a weekly basis at the Principal's Cabinet Meeting. Monthly Faculty conferences and/or Departmental Conferences will be used to provide additional time for teacher teams to meet. Interclass visitations will be scheduled to highlight effective instruction and as a means to share methodologies taught in Code X and CMP3.

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

1. ELA/ESL teacher teams will create mid-level unit assessments that align with Scholastic's Common Core Code X end of unit exam. The results from the mid-level unit assessments will guide teachers in planning instruction for the remainder of the unit and focus on students' deficit areas. Math teacher teams will reflect on data from in class assessments/student work and identify student deficit areas to plan future instruction.
2. Team leaders will turnkey effective instructional practices through Scholastic and Pearson, teachers will implement key strategies, and evaluate students' progress.
3. Based on observations, Administration and CCLS Coach will provide professional development through Monthly Faculty/Departmental Conferences and interclass observations.

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

1. Ongoing teacher team meetings from September 2013 through June 2014.
2. Ongoing professional development from September 2013 through June 2014.
3. Administration and CCLS Coach will provide individual teacher support/professional development from September 2013 through June 2014.

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

1. In order to provide time for teacher teams to plan and implement Scholastic Common Core Code X and CMP3, teachers will utilize common prep periods which are built into teachers' schedules. The 37 ½ minute meeting time will be used for teachers to collaborate on tasks.
2. Monthly Faculty and/or Departmental Conferences will be used to provide additional time for professional development.
3. Based on teacher programming, interclass visitations will be scheduled throughout the school day. Additional funds provided for the implementation of the Common Core Standards will be used to pay members of the Teacher Teams for Per Session and/or Prep time to meet and work on tasks.

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).

- **Maintain a Parent Coordinator to serve as a liaison between the school and families.**
- **Conduct Parent Workshops dealing with the Grade Orientation and Curriculum Meetings, the use of ARIS Parent Link, Common Core State Standards, and Grade Literacy and Math workshops which provide resources to assist parents in supporting their child's learning at home.**
- **Schedule PTA and parent meetings with flexible times, usually alternating between day and evening meetings.**

- Translate key school documents and provide translation services during meetings and events as needed.
- Maintain a school website listing school events and providing links to resources for parents to aid their children's instruction.
- Encourage teachers to provide written/verbal reports periodically.

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

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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.

By June 2014, the Principal and Assistant Principals will conduct 4-6 observations and provide effective feedback for formative evaluations for each teacher based on the option selected by each teacher as evidenced by 85% of teachers showing improvement through observation reports.

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.

- **As per 2013-14 Citywide Instructional Expectations, a system for Teacher Evaluation and development based on Danielson's *Framework for Teaching* will continue to be implemented to promote high quality instruction.**

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

- 1. After reviewing data from teacher observations, a professional development plan will be put in place. Teachers' needs will be targeted through ongoing professional development during teacher team meetings and monthly Faculty/Departmental conferences.**
- 2. Interclass visitations will be scheduled to highlight components of effective instruction and additional support will be provided to teachers through professional learning videos that will allow faculty to build a shared school wide understanding of what effective teaching looks like in all content areas.**

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

- 1. Through monthly Faculty/Departmental conferences and teacher team meetings, Administration and CCLS Coach will provide resources/videos to help ensure teachers' understanding of the 22 components of Danielson's *Framework for Teaching* and the rubric for evaluation.**
- 2. Based on the outcome of individual teacher observations, administration will provide support to teachers through frequent classroom visits, interclass visitations, actionable feedback, coaching, and offering professional development aligned to Danielson's *Framework for Teaching* and the Common Core**

Standards.

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

- 1. After 1st cycle of observations, administrators will reflect on data and identify areas of improvement according to Danielson's rubric. Once resources and professional development has been provided, the 2nd cycle of observations will be conducted. Administration will use the Danielson rubric to evaluate the progress made in each component of instruction.**
- 2. Follow up professional development will be provided to target teachers' needs during teacher team meetings, common prep periods, and monthly faculty/departmental conferences.**

4. Timeline for implementation and completion including start and end dates

- 1. Teacher observations will be conducted from September 2013 through June 2014.**
- 2. Ongoing professional development/individual teacher support/teacher team meetings will be from September 2013 through June 2014.**

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

- 1. During Cabinet Meeting, Administration will review Advance Report, identify deficit areas, and plan professional development for common prep periods, teacher team meetings, and monthly faculty/departmental conferences.**
- 2. Based on teacher programming, interclass visitations will be scheduled throughout the school day to highlight effective instructional practices and assist teachers in areas of improvement. Administration will support teachers through actionable feedback and coaching during teacher's professional prep periods, common preps, and 37 ½ min. meetings. Ongoing professional development targeting teachers' needs will occur during teacher team meetings, 37 ½ min. meetings, and Faculty/Departmental conferences.**

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).

- Maintain a Parent Coordinator to serve as a liaison between the school and families.**
- Conduct Parent Workshops in Danielson's *Framework for Teaching*, Common Core State Standards and curriculum, provide assistance to parents in understanding student assessments to evaluate progress in each instructional strategy, and provide resources to support their child's learning at home.**
- Schedule Extended Parent Teacher Conferences to review individual student data, discuss areas for improvement, and provide resources to support learning at home.**
- Encourage teachers to provide written/verbal reports periodically.**
- Schedule PTA and parent meetings with flexible times, usually alternating between day and evening meetings.**
- Translate key school documents and provide translation services during meetings and events as needed.**
- Maintain a school website listing school events and providing links to resources for parents to aid their children's instruction.**

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	X	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.

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.

By June 2014, the percentage of ELL students scoring at Level 1 on the NYS/NYC 2013 ELA Exam will decrease by 10% as compared to the percentage of students scoring at Level 1 on the NYS/NYC 2014 ELA Exam.

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 the 2012-2013 Progress Report, ELL students still need to make progress as compared to the other student populations in the school.

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

- 1. Administration, CCLS Coach, and Teacher teams meet to reflect on results from the ELL Baseline, mid-level, and post assessments, identify deficit areas, discuss ELL and various scaffolding strategies, and plan for future instruction/assessments.**
- 2. Enrichment services for ELLs are provided through the Saturday ELL Academy, After School Promotional Excellence Program, 37 ½ min tutorial, and library morning program. ELL students receive push in/pull out ESL instruction. Content teachers providing instruction to ELLs receive training in ELL Methodologies.**
- 3. All students have access to Achieve 3000, a computer based literacy program that targets students' individual areas of need and provides texts/questions according to the students' reading level.**
- 4. Parent workshops will be provided to assist parents in understanding data reports, familiarize parents with Common Core State Standards, and how to support their child's learning at home.**

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

- 1. Administration, CCLS Coach, and teacher teams review data reports through ARIS or ATS (i.e ELA Item Analysis, NYSESLAT, RESI) and various assessment results to identify deficit areas. Teacher teams meet to discuss data, deficit areas, ELL methodologies/scaffolding strategies,**

resources utilized during

classroom instruction, and plan future instruction/assessments.

2. Teachers providing instruction to ELLs are trained in ELL Methodologies. ELL students receive push in/pull out ESL services from fully certified ELL teachers.

3. Teachers will be trained in Achieve 3000 and utilize the program to determine students' areas of need in order to target instruction according to each

individual student's reading level.

4. Parent Coordinator will collaborate with Guidance Counselors and teachers in providing parent workshops with translation services to assist parents in

understanding data reports on ARIS and strategies for supporting their child's learning at home.

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

1. Teacher teams review results from ELL Baseline, mid-unit, post unit exams, and student work. After reviewing mid-unit exams/student work, teachers will be

able to determine areas of improvement and plan future instruction. Post unit exam results will allow teachers to track progress and evaluate the effectiveness

and impact of each strategy.

2. Teachers will turnkey effective instructional ELL Methodologies, implement strategies, and evaluate students' progress.

3. Teacher teams review the data from the pre-assessment administered in Achieve 3000 and track students' progress through the follow up mini assessments

administered after each instructional strategy. Achieve 3000 data also allows teachers to track students' reading level and evaluate progress.

4. Parent Coordinator will review surveys and feedback forms and meet with Guidance Counselors to identify parents' needs and plan future workshops.

4. Timeline for implementation and completion including start and end dates

1. Administration, CCLS Coach, and teacher teams will meet to review data, evaluate progress, and determine next steps from September 2013 through June 2014.

2. Ongoing professional development training on ELL methodologies will be held from September 2013 through June 2014.

3. Achieve 3000 will be utilized from September 2013 through June 2014.

4. Parent Coordinator will provide ongoing parent workshops from September 2013 through June 2014.

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

1. Teacher teams meet during common preps, 37 ½ min. meetings, and faculty/departamental conferences to receive training/professional development in ELL

Methodologies/scaffolding strategies, discuss data, deficit areas, resources utilized during classroom instruction, and plan future instruction/assessments.

2. Enrichment services for Ells are provided through the Saturday Ell Academy, After School Promotional Excellence Program, 37 ½ min tutorial, and library morning program. Ell students receive push in/pull out ESL services.
3. Ell students are scheduled to receive computer lab time to access Achieve 3000.
4. During cabinet meetings, the parent coordinator will meet with administration and guidance counselors to plan parent workshops.

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).

- **Maintain a Parent Coordinator to serve as a liaison between the school and families.**
- **Conduct Parent Workshops dealing with the Grade Orientation and Curriculum Meetings, the use of ARIS Parent Link, Common Core State Standards, Achieve 3000, and Grade Literacy and Math workshops which provide resources to assist parents in supporting their child's learning at home.**
- **Schedule Extended Parent Teacher Conferences to review individual student data, discuss areas for improvement, and provide resources to support learning at home.**
- **Schedule PTA and parent meetings with flexible times, usually alternating between day and evening meetings.**
- **Translate key school documents and provide translation services during meetings and events as needed.**
- **Maintain a school website listing school events and providing links to resources for parents to aid their children's instruction.**
- **Encourage teachers to provide written/verbal reports periodically.**

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	X	Title IA		Title IIA		Title III		Set Aside		Grants
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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 6.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **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
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.
- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 6.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **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.

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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	"Promotional Excellence Program," "Saturday Academy for ELL Students"	Small Group	After school Tuesday and Wednesday, and Saturday Mornings
Mathematics	Promotional Excellence Program," "Saturday Academy for ELL Students"	Small Group	After school Tuesday and Wednesday, and Saturday Mornings
Science	Promotional Excellence Program," "Saturday Academy for ELL Students"	Small Group	After school Tuesday and Wednesday, and Saturday Mornings
Social Studies	Promotional Excellence Program," "Saturday Academy for ELL Students"	Small Group	After school Tuesday and Wednesday, and Saturday Mornings
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	"At Risk"	Small Group and/or one to one	During the school day

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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. New hires are licensed in their content areas. Teachers are assigned to programs in their licensed areas and grade levels. Professional Development is provided in content areas through 37 ½ min. meetings, teacher team meetings, and monthly Faculty/Departmental conferences. Lead teachers, CCLS Coach and others attend professional development in their content areas provided by Network 609 and/or professional development opportunities outside of school. Instructional lead teachers in ELA, Math, Science, Social Studies and CCLS Coach attend Professional Development opportunities outside the school and turnkey their learning to their colleagues through Faculty/Departmental Conferences and teacher team inquiry meetings.

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). Lead teachers, CCLS Coach, and others attend professional development in their content areas provided by Network 609 and/or professional development opportunities outside of school. Instructional lead teachers in ELA, Math, Science, Social Studies and CCLS Coach attend Professional Development opportunities outside the school and turnkey their learning to their colleagues through Faculty/Departmental Conferences and teacher team inquiry meetings.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement this action plan for 2013-2014.
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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. During monthly Faculty/Departmental meetings, 37 ½ minute meetings, and common prep periods, teacher teams meet to review student data and identify deficit areas. Depending on the identified deficit area, teachers select an appropriate assessment measure. Administration ,CCLS Coach, and teacher team leaders provide professional development in how to use assessment results to improve instruction. Teacher teams engage in a discussion of scaffolding strategies to address students' needs. Teachers create assessments to monitor/evaluate student progress and plan future instruction.
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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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always 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 20	Borough Brooklyn	School Number 201
School Name DYKER HEIGHTS INTERMEDIATE SCHOOL		

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 Robert Ciulla	Assistant Principal Robert Weislogel
Coach type here	Coach Ms. Veeramah
ESL Teacher Ms.Ioffe/Ms.Martinez	Guidance Counselor type here
Teacher/Subject Area Ms.Moshkovich- Science	Parent type here
Teacher/Subject Area Ms. Markovich- ELA	Parent Coordinator Ms. Kelly
Related Service Provider type here	Other Ms. Koukoulis- ESL-Math
Network Leader(Only if working with the LAP team) type here	Other Ms. Stanisis- ESL- ELA

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1443	Total number of ELLs	131	ELLs as share of total student population (%)	9.08%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	2	3					6
Pull-out							3	5	6					14
Total	0	0	0	0	0	0	4	7	9	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	131	Newcomers (ELLs receiving service 0-3 years)	73	ELL Students with Disabilities	49
SIFE	3	ELLs receiving service 4-6 years	39	Long-Term (completed 6+ years)	19

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)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	73	1	15	39	2	22	19	0	12	131
Total	73	1	15	39	2	22	19	0	12	131

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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
SELECT ONE									0	0
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	5	13					28
Chinese							25	22	26					73
Russian							1	0	0					1
Bengali														0
Urdu							0	0	2					2
Arabic							2	5	13					20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	0	0					1
Other							3	2	1					6
TOTAL	0	0	0	0	0	0	42	34	55	0	0	0	0	131

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)							15	7	19					41

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	9	13					28
Advanced (A)							22	18	22					62
Total	0	0	0	0	0	0	43	34	54	0	0	0	0	131

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					0
6	23	5	1	0	29
7	19	6	2	0	27
8	24	8	3	0	35
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	13		10		3		5		31
7	10		14		4		2		30
8	22		14		6		4		46
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	14		18		20		14		66
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. The assessment tool the school uses to assess early literacy skills of the ELLs is Fountas and Pinnell (the stages of English language acquisition). The data shows that ELLs need instruction in letter and sound recognition, phonic development, oral reading, comprehension, and writing. The results from the Fountas and Pinnell assessment give teachers an indication where to focus instruction with the student as well as determine how much growth the student needs to meet his/her individual goals. ELL periodic assessments (ex-baseline assessments) are also used to identify deficit areas. Teachers use the data to scaffold instruction accordingly. Teachers meet in teams, discuss strategies to address areas of need, and set instructional goals. For Spanish speaking ELLs who did not test out of LAB-R, the Spanish LAB-R is used for literacy assessment.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The NYSESLAT report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2010 to 2012. Data shows that most students have increased from a beginners/intermediate level to an advanced level of proficiency. Some students remained at an Intermediate level. The Lab-R and NYSESLAT results seem consistent. Students performing at a beginning level on the LAB-R progressed to an intermediate/advanced level on NYSESLAT.
3. 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 [AMAQ tool](#))
 3. As of October 21, 2013 NYSESLAT modality breakdown data is not available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 4a. NYSESLAT data from 2010 to 2012 show that students have improved in their scores, progressing from beginning to intermediate or advanced level of proficiency. Some students have remained at an intermediate level. The results from the NYSESLAT are consistent with NYS ELA scores. Students performing at an intermediate or advanced level on the NYSESLAT are performing at a level 1 or 2 on the NYS ELA exam. ELLs do not take assessments in their native language, however classroom teachers make connections between English and the students' native language. For ex- teachers use a computer based program that translates short response questions and classroom activities into various native languages. By using the translation program, teachers are able to help students build vocabulary and understand comprehension questions.
 - 4b. The School Leadership and teachers are using the results of the Periodic Assessments to focus on students' deficit areas, discuss scaffolding techniques, set next steps/ instructional goals, and develop future assessments. Once teachers receive results from periodic assessments, they conference with students and provide instructional activities to develop deficit area. Teachers may pair a student with another student sharing the same native language/deficit area to work with on an instructional activity. In professional development sessions, teachers meet in teams to discuss students' area of need and scaffolding strategies to incorporate into instruction. Assessments are created to track student progress. Parents are informed of student academic progress and provided resources to assist their child at home.
 - 4c. Our school has learned through Periodic Assessment that our ELL population needs intensive support in vocabulary development through the content areas. During team meetings, content teachers discuss scaffolding strategies to be used during instruction to assist ELLs with vocabulary. Native language books are utilized to help students make connections in English. Google Translate is used to assist students with vocabulary/content comprehension.
5. 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](#).)

5. Not Applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
6. Content area teachers provide material which students can relate to in a cultural or linguistic context. Books in various native languages are available in the library and students are encouraged to use bilingual dictionaries. Teachers use a computer based program to translate discussion questions and activities to assist students in grasping concepts and understanding vocabulary. Student learning groups are flexible. Depending on the focus of instruction, students may be grouped heterogeneously or homogeneously. At times, students who share the same native language work in pairs/groups.
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?
7. Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. The success of our program for ELLs is based on how much they have improved in a three year span on the NYSESLAT and NYS ELA exam. Data sources to be reviewed include RLAT, past RNMRs, ARIS, School Report Card and subgroups. Throughout the course of a year, ELL periodic assessments are used to identify whether students have made gains within deficit area. Teacher teams review benchmark unit assessments as well as writing portfolios to determine whether students are mastering CCLS standards. The results from Achieve 3000 are used to determine whether students are progressing in reading levels (progression to 2 reading levels above current level is considered improvement).

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](#).)
 - Students registering, and accompanied by parent(s)/guardian, meet with the pupil personnel secretary. If they are new admits to the NYCDOE system, the HLIS is administered by either the ESL coordinator or A.P of the ELL department in English or in their home language. If the parent indicates a native language, a translator is provided during this process. When HLIS indicates possible eligibility for ELL services, the child and parent(s)/guardian are referred to the ELL supervisor and, if necessary, a para who speaks their native language. An informal oral interview in English or their native language is administered. Within ten days of registration a newly admitted student, whose HLIS indicated possible eligibility for ELL services, is administered the LAB-R. This screening is done by the ELL department coordinator. When a new student comes to register and has been identified as having Spanish as their home language, the ESL teacher administers the Spanish Lab-R to the student. One of the department's member gives a formal initial assessment. The department's team of certified ESL teachers review the results of the formal initial assessment.

In September-October ESL team members meet with their supervisor and review the results of the most recent NYSESLAT. Focus is on: comparison of three years results (where available) for each student, comparison of results within the four modalities

for each student, classification of each student as A-I-B (rf. ATS report RLAT), assignment of each student to an ESL instructional group according to proficiency level, comparison of NYSESLAT results with NYS ELA results (where available) for each student, development of instructional goals for individual students based on the above analysis. To ensure that all ELLs receive the NYSESLAT annually, the ESL coordinator, ESL teachers and Assistant Principal review ATS reports such as RLER and RLAT. These reports are used for NYSESLAT eligibility.

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.
 2. Within ten days of registration, a parent/guardian orientation is scheduled to explain program choices for newly-eligible ELL students. Contact with parent(s)/guardian is made through letters sent home in the native language and phone calls are made in the native language, inviting and encouraging attendance at this orientation. Our team of ESL teachers are trained and available to conduct orientation.

During orientation, parents are given a choice letter which indicates program selection. They are to choose from TBE, Dual Language or Free standing ESL program. Parents view videos (NYCDOE edition) in various languages explaining the three program choices that are available. Paras assist in translation - questions and answers are provided in parent(s)/guardian native language. If paras are unavailable, there is a list of staff speaking various languages posted in the main office. If paras/staff are not available, the school contacts DOE translation services. If a parent does not respond or attend orientation, the school will send a certified letter to reach out to parent. This is an ongoing process throughout the year.

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](#)].)
 3. By reviewing ATS reports, the RLAT, RLER, past RNMRs, NYSESLAT eligibility is determined. The ESL department coordinator prepares the Parent Survey and Program Selection Form for parent(s)/guardian in their native language and submits them to ELL supervisor. These letters are distributed at either the orientation meeting or through student hand delivery. A Para that speaks the native language assists the A.P in collection of forms. All documents are stored in the office. Signed and returned letters are accounted for on a check off list and follow-up calls are made to those parent(s)/guardian(s) who have not returned their letters. The Para assists with these calls in the parent's preferred language.
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.
 4. Parents' choice surveys are collected and a record is maintained. In addition, the following data is reviewed: informal initial assessments, results of LAB-R, NYSESLAT results (where available), and NYS ELA results. There are ongoing conferences or phone calls with parent(s)/guardian in their native language. Paras assist in translation services to communicate with parents during orientations, PTA meetings, and parent-teacher conferences. Parents who do not want their child in Free Standing ESL program are provided a list of schools where their program of choice is being offered. The school will work with the Department of English Language Learners to find a proper placement program. Parents are made aware that if a certain number of students (at least 15) opt for a Bilingual education program or Dual Language program, it will then be created at Dyker Heights I.S 201. Placement letters are distributed, collected, and records are maintained by ESL teacher team and/or A.P of ELL department.
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.
 5. To ensure that all ELLs receive the NYSESLAT annually, the ESL coordinator, ESL teachers, and Assistant Principal review ATS reports, such as the RLER and RLAT. A testing schedule lists the certified ESL teachers who will proctor the test and specifies location of scheduled test. Only certified ESL teachers administer the Speaking section of the test. Reading, Writing, and Listening sections will be administered in a classroom setting. Students who are absent for one subtest are ensured time to take the exam missed on make up days (which are noted on testing schedule). Scorers will have to be designated since teachers cannot

score assessments of the students that they currently teach.

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. [i](#)
6. All ESL programs are aligned with the parent requests and program choice as indicated by their response on the parent survey and program selection forms. Parent survey results show that parents are in favor of the Freestanding ESL Program. If the survey had shown that at least 15 students were opting for a Bilingual or Dual Language program, the school would then open a class to meet the students' educational needs as per Aspira.

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])?
 - 1a. Instruction is delivered in a push-in(co-teaching)/pull out program. As part of the push in program, ESL teachers facilitate instruction by implementing ESL methodologies to accommodate students. We provide ESL services as part of a pull out program. ELL-SWDs are put into group sizes based on their IEP and the ESL teacher services them based on the mandated number of units.
 - 1b. ESL classes are heterogeneously grouped with varied proficiency levels. Teachers differentiate instruction to meet students' diverse academic needs by providing visual aids, hands on manipulatives, and incorporating a buddying system in which students who share the same native language are grouped together. Teachers utilize Google Translate to assist students in vocabulary development/ comprehension and incorporate native language books and bilingual dictionaries to help students make connections in a cultural and linguistic context.
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)?
 2. We have six ESL certified teachers. Four ESL teachers serve as content teachers incorporating ESL methodologies during instruction and two ESL teachers provide push in/pull out services.
 - 2a. The ESL teachers provide the mandated 180 or 360 instructional minutes of ESL for ELL students . When programming, the mandated number of ESL periods is incorporated within the students' schedule.
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.
 3. During content area instruction, teachers incorporate ESL methodologies. Teachers differentiate by providing visual aids and hands on manipulatives. Teachers incorporate native language books to assist students in making connections. Teachers also allow students to use bilingual dictionaries in order to build academic vocabulary. Scholastic Common Core Code X is implemented in ELA. Routines and scaffolding strategies (such as the use of rubrics for reading ,writing, speaking, listening; the use of graphic organizers) that are practiced through Common Core Code X are incorporated throughout all content areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. As a freestanding program, assessments are not given in students' native language. Ells use native language books throughout the school year to assist with comprehension of content. Based on classroom discussion/student feedback, teachers are able to evaluate students' native language development. Paras also maintain ongoing discussions with students in their native language regarding schoolwide issues such as participation in school events, behavior, and attendance issues.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. Ell teachers look at students' levels by collecting data, such as the results from the ELA state test, NYSESLAT, LAB-R, class assessments, portfolios and other data resources available. All levels of ELLs practice speaking, listening with feedback, reading, and writing. In content area classes, teachers evaluate speaking and listening skills through debates and speech presentations. Students are given speaking/listening rubrics so that they can peer assess and self assess. Teachers routinely hold reading and writing conferences to identify deficit areas and provide scaffolding strategies. Teachers set instructional goals with students and provide strategies to assist students in reaching their goals. Teachers differentiate instruction by providing level appropriate reading selections that are accompanied with bilingual dictionaries, visual aids, graphic organizers, and a grouping system in which students who share the same native language work together.

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).

6a The ESL teachers administer a learning style survey. Based on the results of the survey, the teachers differentiate instruction. They provide more visuals such as graphic organizers, maps, charts, diagrams, kinesthetic activities such as TPR (total physical response), or auditory assignments. ESL teachers utilize bilingual dictionaries and native language books to help students make connections in a cultural and linguistic context.

6b. ELLs with less than three years and who will be taking the state tests are provided with the opportunity to utilize Achieve 3000, a computer based literacy program, which focuses on building vocabulary and reading comprehension through each student's individual reading level. Pre assessments and baseline assessments (ELL Periodic assessments) are administered to identify deficit areas and determine students' instructional goals. Teachers scaffold instruction and provide students strategies to meet their goals. Students work in small groups and are often paired with students sharing similar instructional goals/native language. Teachers assess students through a learning style survey and provide visual, kinesthetic, auditory activities and choices. Students are given bilingual dictionaries and native language books to make connections in a cultural and linguistic context.

6c. ELLs receiving service four to six years utilize Achieve 3000, a computer based literacy program, which focuses on building vocabulary and reading comprehension through each student's individual reading level. Pre assessments and baseline assessments (ELL Periodic assessments) are administered to identify deficit areas and determine students' instructional goals. Teachers also refer to the ELA Exam Item Analysis to identify areas for improvement. Teachers scaffold instruction and provide strategies to help students achieve their goals. Students work in small groups and are often paired with students sharing similar instructional goals/native language. Students are given bilingual dictionaries and native language books to make connections in a cultural and linguistic context. Teachers conference with students in reading, writing, listening, and speaking in order to evaluate deficit area, determine progress, and set next steps. Teachers assess students through a learning style survey and provide visual, kinesthetic, auditory activities and choices.

6d. For long term ELLs, academic intervention is needed. Parents are contacted and a conference is scheduled to discuss students' progress. Parents are made aware to be more involved in their child's education. The A.P and Parent Coordinator informs parents of programs that are available - the 37.5 minute program, afterschool program and Saturday academy. If a student participates in these resources and learning issues continue, his/her name will be submitted to the School Based Support Team for further recommendations. Teachers administer pre-assessments and baseline assessments (ELL Periodic assessments) to identify deficit areas and determine students' instructional goals. Teachers also refer to the ELA Exam Item Analysis to identify areas for improvement. Students work in small groups and are often paired with students who share the same native language and instructional goals. Teachers scaffold instruction and provide next steps to help students achieve their goals. Students are also assessed through a learning style survey and are taught through the various learning modalities - visual, kinesthetic, and auditory. Students utilize Achieve 3000 to build vocabulary and comprehension skills. Students can also utilize bilingual dictionaries/native language books to assist students in making connections in a cultural and linguistic context.

6e. For former ELLs that have tested proficient, teachers continue to utilize Achieve 3000 to build vocabulary and comprehension. Teachers focus on making instruction more understandable by speaking clearly, repeating key points, defining key vocabulary in context and using a variety of visual aids such as pictures, charts, graphs and objects. Content teachers review and discuss IEPs of students (if applicable) in order to be informed of the students' special academic needs so they can prepare and plan accordingly. When necessary, instruction is scaffolded (chunking of text, making connections between words and phrases). Teachers administer pre-assessments, baseline assessments (ELL Periodic assessments) and refer to the ELA Exam Item Analysis to identify deficit areas and determine students' instructional goals. Teachers also conference with students in reading, writing, listening, and speaking to evaluate students and provide next steps. Students work in small groups and are paired with others who share similar instructional goals. A learning style survey is administered to students. Based on the results, teachers differentiate instruction to accommodate students' learning styles - visual, kinesthetic, and auditory.

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?
7. Teachers scaffold instruction by incorporating ESL methodologies and utilizing native language books/ bilingual dictionaries. Students are given supplementary materials that align with the CCLS . Use of Smartboard/Visual Aids is a key component. Teachers may often pair students with similar deficit areas/native language. Achieve 3000, a computer based literacy program, aids in targeting students' deficit areas and is utilized in the acceleration of English language development.
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?
8. ELL-SWDs are mainstreamed with General Education students throughout the school day. For example, ELL-SWDs are generally proficient in math, so they are placed in general education classes. The Physical Education classes and lunch periods are used to maximize time spent with peers in their respective grade. Students receive push in/pull out services for ESL. ESL instruction is aligned with students' IEP.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

Native Language Usage and Supports

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



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.

9. In the Spring, ESL teachers review NYSESLAT results and analyze the ELL students' performance score on each modality. This helps target the interventions necessary for the specific modality. ESL teachers collaborate with the classroom teacher and any other teacher who provides instruction to the students. ELL-SWDs receive ESL instruction through push in/pull out services. We provide morning and afternoon block sessions of ESL instruction, as a result we are able to break up the special education population by grade without overloading the ESL class. Teachers also have the data on ARIS to evaluate the students' academic needs and provide instruction and strategies to help students reach their learning goals.

Students who have been held over will be provided with additional services. ESL teachers keep track of student progress by analyzing the data of the Periodic assessments, classroom tests, literacy and math portfolios as well as their progress report. ESL and classroom teachers will conference on students' progress using the monthly Reading and Writing Checklists. The Reading Checklist monitors each student's Fountas and Pinell reading level. The Writing Checklist monitors each student's growth in mechanics and content. Teachers continuously differentiate instruction and keep track of the students' progress.

Students who receive low performance scores on the writing subtest of the NYSESLAT will be provided writing interventions. All teachers working with these specific ELL students will focus on practicing note taking and writing a short response after listening to selections in preparation for the state tests.

ELL students who did not meet the performance standard in reading will be provided with additional instruction in reading during the school day and Extended Day. Teachers will conference with students and keep notes on the students' reading behaviors. This will help teachers assess student progress on a weekly basis. In turn, the teachers will focus on reading and test taking strategies, which will prepare the students for state tests. ESL teachers will review their data using the monthly Reading Checklist to monitor students' growth.

For ELL students who did not meet the writing performance standard on the spring 2012 NYSESLAT, the ESL, AIS and classroom teachers will monitor their progress through the writing pieces. These teachers will confer with students and take notes on their writing behaviors and prepare mini lessons to address the students' academic needs. The teacher will analyze the students' monthly progress using the Writing Checklist and address students' writing needs. They will compare their data using the Writing Check list to monitor students' growth.

ELL students' academic performance in Math, Science and Social Studies is discussed and assessed to further provide intervention during the school day by the ESL, AIS and classroom teachers. ELLs progress in math is monitored through periodic assessments, monthly portfolio pieces, monthly quizzes, and unit assessments. In addition, Science and Social Studies content is differentiated through appropriate reading level material.

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

10. Teachers of ELLs review the data on ARIS and ELL periodic assessments in order to evaluate their students' academic needs and provide test-taking and scaffolding strategies to help students reach their instructional goals. Former ELLs will be ensured appropriate testing accommodations. ELLs who have reached proficiency level on the NYSESLAT are closely monitored. They meet with their counselor and A.P and given the opportunity to join the afterschool and Saturday academy programs for extra help. Additional instruction is provided in Extended Day. The ratio of teacher to student is 7 students per teacher during Extended Day.

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

11. This year the focus is on implementing 2 new common core aligned curriculums in ELA and Math: Scholastic Common Core Code X (ELA) and CMP3 (Math).

12. What programs/services for ELLs will be discontinued and why?
 12. We are not discontinuing any current programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. ELLs are afforded equal access to all school programs. In accordance with NCLB policy, the following programs are implemented: Extended Day, after school programs, Saturday academy program, C.H.A.M.P.S athletic program , enrichment program, chess program, afterschool band program , and lego robotics program. Teachers survey ELL students to determine their interests. ELL students are given permission slips in both English and in their Native Language. Paras and Teachers who speak the students' native language call home and make parents aware of programs being offered. ELL subject teachers encourage their students to join the programs that are of interest.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. Since ELL students are mainstreamed, they are immersed in Scholastic Common Core Code X (a rigorous curriculum that is common core aligned). Students utilize Achieve 3000, a computer based literacy program, which identifies deficit areas and provides individual instruction in building comprehension and vocabulary. All classrooms are equipped with Smartboards and laptops to support students' visual, auditory, or kinesthetic learning styles. Students have access to native language books and bilingual dictionaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 15. The ESL program model is in place . ELL Teachers provide the students with native language support during class through the use of bilingual dictionaries and books in native languages. When possible, students are grouped with others who share the same native language. By doing so, teachers assist students in building vocabulary/comprehension and guide students to make connections in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 16. Resources are age and grade level appropriate. Achieve 3000, a computer based literacy program, initially assesses ELL students' individual reading and proficiency levels. Then, the program customizes specific instructional activities paired with grade appropriate comprehension passages for each student's individual reading level. The goal of the program is to develop vocabulary and comprehension skills allowing students to progress in reading levels by the end of the school year.
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.
 17. When parents register their children, they are given an overview of programs offered. The orientation is conducted in English and a para provides translation services.
18. What language electives are offered to ELLs?
 18. We do not offer language electives to our ELLs at this time.
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)?
19. Not Applicable

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.

1. The following personnel are involved in receiving professional development in ESL methodology within the school year, Assistant Principals, subject area teachers, Paraprofessionals, ESL Teachers, Special Education Teachers, Speech Therapists. ELL teachers are provided with professional development through the CFN and through the OELL as needed. They also meet monthly, or as necessary, with their Assistant principal, who supervises the ESL program. During this time ESL teachers provide training in instructional strategies for their ELL population. Teachers also look at data to discuss student intervention, progress and goals.

2. Monthly department meetings focus on training teachers in instructional tools (e.g. using computers to access individualized programs such as Achieve 3000), analyzing data from various sources (e.g. interim assessments, NYSESLAT results, NYS ELA and Math results, teacher observations); Teachers attend NYCDOE sponsored workshops relating to ELL instruction; Teachers of ELL students who deliver content area instruction (Sci., Math, SS, ELA) attend PD meetings with their subject specific colleagues. During department meetings, teachers also meet in team to discuss trends in data, identify deficit areas, discuss scaffolding strategies, and collaborate to design lessons and assessments that are Common Core aligned. Teachers use Scholastic Common Core Code X as a guide.

3. Parent Coordinator, Guidance Counselors, and ESL teachers receive professional development on strategies on how to provide ELLs support as they transition from elementary to middle and/or middle to high school.

4. As per Jose P., non ESL general education teachers receive 7.5 hours, non ESL special education teachers receive 10 hours. The training takes place during staff professional development. A certified ESL teacher conducts workshops that demonstrate how to implement ESL methodologies (such as Total Physical Response) in teaching. The ESL teacher scaffolds instruction for teachers in their subject area. Once the workshop is conducted, the A.P records attendance. An agenda and minutes of the meeting is distributed and placed in the teacher's file. Teachers are also given the opportunity to attend OELL and TESOL conferences for professional development.

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?
 1. A monthly newsletter is sent to parents notifying them of current and ongoing programs and activities: Participation in PTA activities, School fund Raisers, Auctions, and school wide events. Parents are also present on the School Leadership Committee. Each grade A.P conducts an orientation meeting for parents to inform them on the upcoming school year. Parents participate in the Saturday ELL Academy Puppetry in Motion which is provided by Brooklyn College. Parent workshops are held throughout the school year on numerous topics- ELA and Math State Tests, Parent Teacher Conferences and the need for parental volunteers in various school fairs - Multi cultural fair, Foreign Language Fair, and Shakespeare Festival. All events have paras who provide translation services.

2. Brooklyn College(CUNY)has provided services for parents during the ELL Saturday Academy in past years. They provided a reading program through the arts. The District Attorney's office provided workshops on Cyber Bullying, Bullying, N.Y 's 529 college fund program- How to save money for your child's college. All workshops have translation services.

3. Parent input is received during the September ELL orientation, parent-teacher conferences, phone calls to school's parent coordinator, PTA meetings, phone calls to parents in their native language, and parent workshops. The parent coordinator also sends out parent surveys to assess parental needs, which are then addressed accordingly.

4. As a result of our workshops, we have addressed many needs of parents. Parents often state that their children do not bring information home. At Dyker, we conduct an ARIS parent workshop which teaches parents how to access their child's grades, attendance and test scores. We also have E-Chalk which is a website where teachers can post homework, tests and upcoming projects. A school website is also available for parents to receive information. Parent meetings are also held to inform parents on how to help prepare their child for standardized tests such as the ELA, NYS Math Exam , etc. All of the workshops are conducted with Paras who provide translation services.

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.

Part VI: LAP Assurances

School Name: DYKER HEIGHTS I.S 201

School DBN: 20K201

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Ciulla	Principal		10/15/13
Robert Weislogel	Assistant Principal		10/15/13
Margo Kelly	Parent Coordinator		10/15/13
Anna Ioffe	ESL Teacher		10/15/13
	Parent		
Myrna Martinez	Teacher/Subject Area		10/15/13
Natalya Moshkovich	Teacher/Subject Area		10/15/13
Veena Veeramah	Coach		10/15/13
	Coach		
	Guidance Counselor		
	Network Leader		
Natalya Markovich	Other <u>Teacher</u>		10/15/13
Joanne Koukoulis	Other <u>Teacher</u>		10/15/13
Paraskevi Stanisis	Other <u>Teacher</u>		10/15/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **20K201** School Name: **DYKER HEIGHTS INTERMEDIATE SCHOOL**

Cluster: Network: **609**

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

Part A: Needs Assessment Findings

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

I.S 201 utilizes the Home Language Survey Form, Ethnic Form and oral interviews in the parents' native language to ensure parents are provided with appropriate and timely information in a language they can understand. After parents complete the Home Language Identification Survey and Ethnic Survey, the information is recorded on ATS by the Pupil Accounting Secretary. The ESL teachers review the HLIS and interview the parents. Copies of the HLIS forms are kept on file in the Assistant Principal's office and the originals are placed in the students' cumulative record cards together with the Parent Survey/Program Selection form. The RELC (ATS) Report is also utilized to identify home language.

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.

Each month during the academic year there are events, information, calendar announcements and requests that need to be communicated to parents, orally and/or in writing. The Principal, Supervisors, Coaches, Parent Coordinator, Guidance Counselors, Teachers and PTA officials need written translation and oral interpretation services throughout the year. Our school E-Chalk website will be used as a resource to communicate with parents in their home-languages

Through surveys, we have found that Chinese translations are the most frequently needed form of communication due to a high percentage of Chinese student population in our school. The comments written and orally expressed by parents through the survey, demonstrate satisfaction with translations and oral interpretation provided by the school. Findings are reported to the school community through letters and the Annual School Report Card.

Part B: Strategies and Activities

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

During parent orientation, the parent coordinator informs the parents that written and oral translations are provided to parents that speak a language other than English. In addition to the parent coordinator, in-house staff such as: teachers and other staff members are available to assist with translation as needed. The written translations provided are: workshop fliers, test date reminders, PTA meetings and workshops, evening parental involvement events, school trips, calendar of events and parent-teacher conference reminders. Department of Education translated forms are downloaded in the parents' native language.

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

Oral interpretation services will be provided by our Parent Coordinator, Assistant Principal, school staff, parent volunteers and outside translators will be contracted for all other languages as needed (example: parent-teacher conferences and special education services). A list of teachers and other staff members who speak foreign languages is posted in the main office.

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

I.S 201 will use in-house school staff, parent coordinator, parent volunteers and outside contractors if needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: I. S. 201	DBN: 20K201
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The After School Program (Promotional Excellence) will be made available starting Wednesday January 2th and end April 24th for the ELL's. All grades are welcome to attend, 6, 7 and 8. The program will be divided into sub-groups, beginners, intermediate and advanced. This enrichment program will be focused on developing and reinforcing the English language using the four modalities (Reading , Writing, Listening and Speaking) as well as preparing them for the NYSESLAT and ELA state test. The program will take place on Tuesdays and Wednesdays from 3:00 to 4:30pm. This program will be offered by 3 certified ESL teachers. Teachers will be using Coach materials to deliver instruction. The Supplemental programs I.S 201 will focus on during the Afterschool program will be Achieve 3000 and Getting Ready for the NYSESLAT and Beyond, By Attanasio & Associates, Inc.

The Achieve 3000 program is a differentiated reading and writing program that reaches students at his or her individual reading level. The program has been proven to accelerate reading comprehension, vocabulary and writing proficiency. This program will be provided to the struggling ESL students to provide english intervention services. The students will report to the computer lab once a week with their assigned teacher and complete the 5 step process - Read and respond to email, Read the article of the day, Do the the activity questions, answer higher order thinking questions and a written response.

Since this is a differentiated program all subgroups and grade levels will be served. 6th , 7th and 8th grade ELLs. This also includes ELLs with Disabilities .

The Language of instruction is delivered in English.

Three teachers are instructing the program. All certified ESL teachers.

Getting Ready for the NYSESLAT and Beyond program will be incorporated in the afterschool program. The focus of this program will be to prepare the students to build strong language and literacy skills through Speaking, Writing, Listening and Reading skills . The lesons will include rigorous and differentiated tasks that are alligned with the CCLS.

A supervisor will be included in this program, since this will be the only program running in the building.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _To ensure the students will be receiving best practices in instruction. The staff will be receiving ongoing professional development .

9/5/12- Achieve 3000 workshop- Presented by Troy Aikorama of achieve 3000.- "Back to school Program Enhancements"- Key Features- The new 5 step literacy routine for students to follow during use. 1.Students will be able to Read and respond to email,2. read the article of the day, 3.do activity questions 4.answer thought questions 5. vote in the poll. How to use Lexile to differentiate instruction , How to setup your classes. This program supports the objectives set forth by the Common Core State Standards Initiative.

ESL , Special Education and Ela Teachers were invited to this workshop. This took place in the school library.

10/18/12- CFN 609 workshop- Academic Text, Talk, and Tasks: Building Strong Language and Literacy Skills for the CCSS: Session 1. Mrs. Ioffe – Certified ESI teacher and Mr. Ciulla Supervisor of the ELL program Attended. This PD focused on creating integrated lessons within compelling and complex units of study. Using the 3 T's template, participants will examine how to use "Juicy texts" to focus on language that conveys the big ideas present in the texts. This information was turn keyed to the ELL teachers on 10/25/12.

12/12/12- CFN 609 workshop- Academic Text ,Talk , and Tasks: Building Strong Language and Literacy Skills for the CCSS: Session 2. Mrs. Stanisis – Certified ELA & ESL teacher and Mr. Weislogel Supervisor of ELA attended. This PD focused on how to develop robust academic talk around texts, and how to develop rigorous and differentiated tasks that require academic writing skills.

Part C: Professional Development

1/8/13- Co- Teaching : How to have a Successful Push In ESL Model

Mrs. Ioffe and Ms. Martinez – ESL Teachers will be attending this workshop.

Professional development on designing successful co-teaching practices for ELLs. The session is scheduled for January 8 from 9:00 a.m. to 3:00 p.m. at a location in Manhattan, TBD. In this interactive workshop, participants will examine how to create a push-in model within their school context for ELLs in order to yield the most effective instruction to meet these students' diverse academic and language development needs. Participants will also investigate various co-teaching models. Additionally, the challenges of creating and maintaining an integrated service delivery model for ELLs will be explored.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Begin description here: On October 14, An annual ELL informational meeting was held with the parents to review the academic and instructional needs of their children. This meeting took place in the school library. Mrs. Brennan, Principal, Mrs. Markovich a certified ESL teacher, Mr. Ciulla the Assistant Principal, Mrs. Kelly the PC and Bilingual Paras were present conducting the meeting. Throughout the year Parent meetings and activities will take place to inform parents of progress their child has made, and also provide them with information regarding their child's education. Topics to be covered will consist of

ELA and Math workshops-March 28th by ELA and Math coach,

High School Workshop-September 27th, Guidance Counselor,

Aris-Parent Coordinator October 4th,

Grade orientation- September 24th, 25th and 26th by Assistant Principal of Grade,

Project for fairs workshop- October 24th Science & Social Studies teachers

open school- November 20

Part D: Parental Engagement Activities

Book Fair-Come with your Child - December 5th

NYSESLAT- March 7th by Esl Teacher ,

The school staff will provide and present the workshops.

Translators will be present at all parent activities.

Parents will be notified through School Messenger in home language, School Website, Backpacked.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		