



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** CARROLL GARDENS SCHOOL FOR INNOVATION  
**DBN (i.e. 01M001):** 15K442  
**Principal:** DEANNA SINITO  
**Principal Email:** DSINITO@SCHOOLS.NYC.GOV  
**Superintendent:** ANITA SKOP  
**Network Leader:** KATHY PELLER

**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
Deanna Sinito	*Principal or Designee	
Eric Silberberg	*UFT Chapter Leader or Designee	
Nagita Sykes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Bernadette Carman	Member/	
Denise Carter-Mataboge	Member/	
Hope Gause	Member/	
Delmy Sanchez	Member/	
Lisa Genduso	Member/	
Stacey Weinberg	Member/	
Evelyn Owbor	Member/	
	Member/	

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

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

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

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, the school will increase the percentage of students performing at levels 3 or 4 on the ELA state test from 20% to 30%

### **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.

Quality Review, Progress Report and Assessment Data provided us with the necessary information in creating this goal.

### **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. Participation in CCS lab
2. Common Core aligned curriculum
3. On going data collection
4. Staff will work with Teacher's College Curriculum Developer
5. Teachers will attend professional development on differentiation in the form of workshops, coaching and planning time.
6. Teachers will work with small group during Enrichment/AIS. Groups are determined by student performance on state exams. For example, students who scored low in math will be in a group working on grade appropriate math concepts.
7. Implement content literacy integration throughout all academic instruction
8. Common planning for grades, departments and partnerships
9. Teacher intervisitation
10. Peer instructional coach for ELA

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

1. For activities 1, 2, 4, 7 & 10: Sarah Reedy, Lisa Genduso, Jason James: peer instructional coaches. Kate Roberts, Columbia-Teachers College School Coach Liz McCormack, Network coach.
2. For activity 6 Noreen Mills, Assistant Principal
3. For activities 2, 3, 5, 6, 7, 8 & 9 Department heads James, Reedy, Genduso

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

1. Student progress will be measured at least 3 times per year by ELA staff. They will conference on student work and performance in department meetings.

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

1. September 2013-June 2014. 3 times per year.

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

1. Teachers College for activities 2, 4, 5 and 7
2. CCS Lab for activities 1, 2 and 9
3. Study Island for activity 6
4. Achieve 3000 for activities 3 and 6
5. iLearn for activities 5 and 9
6. Jumprope for activity 3

### **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).

1. Curriculum night/Engagment Fair
2. Parent/Teacher conferences
3. Weekly parent phone calls via mentors
4. Progress Reports
5. JumpRope
6. Messenger – Robocall system
7. Parent workshops

**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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- NEST – NYU/CUNY
- Contract for Excellence
- School Wellness Grant
- Common Core Lab Participation
- Teacher Incentive Fund
- Parent-Teacher Association
- Casa Grant
- Reso Grant
- Brooklyn Academy of Music
- iZone

**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 school will increase the percentage of students performing at levels 3 or 4 on the math state test from 20% to 25%.

**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.

Quality review, progress report and assessment data will inform our execution of the goal.

**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. iZone challenges
2. CCS Lab
3. Teachers will attend professional development on differentiation in the form of workshops, coaching and planning time.
4. Common planning time for all grades, departments and partnerships
5. AIS/Enrichment Groups
6. Teacher intervisitations
7. Labsite
8. School Net
9. Observations and feedback of lessons
10. Peer instructional coaches

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

1. Lisa Genduso, department head and peer instructional coach for activities 2,3,5,6,7 and 10

2. Noreen Mills, assistant principal, for activities 5 and 9
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Student progress will be measured at least 3 times per year by math staff. They will conference on student work and performance in department meetings.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-June 2014, 3 times per year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers College for activities 3 and 9
  2. CCS Lab for activities 2,3,6,7 and 9
  3. Study Island for activity 5
  4. Achieve 3000 for activity 5
  1. 5. iLearn for 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).
1. Curriculum night/Engagement Fair
  2. Parent/Teacher conferences
  3. Weekly parent phone calls via mentors
  4. Progress Reports
  5. JumpRope
  6. Messenger – Robocall system
  7. Parent workshops

**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	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
NEST – NYU/CUNY											
Contract for Excellence											
School Wellness Grant											
Common Core Lab Participation											
Teacher Incentive Fund											
Parent-Teacher Association											
Casa Grant											
Reso Grant											
Brooklyn Academy of Music											
iZone											

**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 administration at MS 442 will maintain a culture of mutual trust and positive attitudes, as measured by an increase in the percentage of staff answering "Strongly Agree"

**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.

Quality Review and Progress Reports provided the information to guide this goal.

**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. iZone challenges
2. CCS Lab
3. Teachers will attend professional development on differentiation in the form of workshops, coaching and planning time.
4. Common planning time for all grades, departments and partnerships
5. Teacher intervisitations
6. Labsite
7. School Net
8. Observations and feedback of lessons
9. Peer instructional coaches

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

1. Lisa Genduso for activities 2, 5, 6,8 and 9
2. Sarah Reedy, ELA coach 2, 5, 6, 8 and 9
3. Damian Jones, UFT Chapter Leader will encourage open discussion on school matters and will encourage staff to complete surveys.

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

1. The administration will hold forums during monthly staff meetings on Mondays or during our professional development periods on Fridays.

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

1. September 2013-June 2014. Once monthly.

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

1. Monday staff meetings
2. Friday department/professional development period

***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).

1. Curriculum night/Engagement fair
2. Parent/Teacher conferences
3. Weekly parent phone calls
4. Progress reports
5. JumpRope
6. Messenger
7. Parent Workshops

***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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- NEST – NYU/CUNY
- Contract for Excellence
- School Wellness Grant
- Common Core Lab Participation
- Teacher Incentive Fund
- Parent-Teacher Association
- Casa Grant
- Reso Grant
- Brooklyn Academy of Music
- iZone

## 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.

Increase active and consistent parent involvement leading to further possibilities for students with regard to fundraising, co and extra-curricular opportunities.

Increase quantity and variety of communication from the school to the parents, from the teachers to the parents, from the PTA to the parents.

Increase parent participation in and improve positive response to School Survey.

Increase parent participation in PTA and SLT.

### **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.

Attendance rate of parents at parent teacher conferences and engagement fairs. Rate of parents actively logging on to JumpRope

### **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. Curriculum night/Engagement Fair
2. Parent/Teacher conferences
3. Weekly parent phone calls via mentors
4. Progress Reports
5. JumpRope
6. Messenger – Robocall system
7. Parent workshops
8. Sports teams
9. Multicultural day
10. School play

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

1. Denise Carter-Mataboge, Deanna Sinito, Veronique Alaimo, Lisa Genduso, Stacey Weinberg, Eric Silberberg, Delmy Sanchez, Evelyn Owhor, Hope Gause, Nagita Sykes, Bernadette Carman, Edward Castro, Melinda Jones, Damian Jones, Hannah Edwards, Corrine Contrino, Jared Sutton.

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

1. School Leadership team will plan accordingly for parents to join rank in fundraising and school sponsored events including but not limited to: sports, performing arts and academic workshops.

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

1. September 2013-June 2014, At least once monthly

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

1. Monday staff meetings
2. Friday department/professional development period
3. Parent Teacher conferences
4. Individualized Education Plan meetings
5. Weekly calls home
6. Mentoring
7. School Leadership Team
8. Parent Teacher Association meetings

### **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).
1. Curriculum night/Engagment Fair
2. Parent/Teacher conferences
3. Weekly parent phone calls via mentors
4. Progress Reports
5. JumpRope
6. Messenger – Robocall system
7. Parent workshops

**Budget and Resource Alignment**

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

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

NEST – NYU/CUNY  
 Contract for Excellence  
 School Wellness Grant  
 Common Core Lab Participation  
 Teacher Incentive Fund  
 Parent-Teacher Association  
 Casa Grant  
 Reso Grant  
 Brooklyn Academy of Music  
 iZone

**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.

N/A

**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.

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

1.

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

1.

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

1.

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

1.

**E. 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.

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	A. Wilson, SAL, Rewards B. Teacher’s College (TC) Curriculum Strategies C. Interential and literal comprehension D. Guided reading groups based on TC assessments E. Fluency and decoding F. ESL support G. Vocabulary and grammar H. Test prep J. NEST case conferencing	A. One-to-one instruction B. Small groups C. Tutoring D. Enrichment	After school, Lunch time and enrichment
<b>Mathematics</b>	A. Kaplan B. Number sense instruction C. Algebra instruction D. Math literacy E. Test prep F. NEST case conferencing	A. One-to-one instruction B. Small groups C. Tutoring D. Enrichment	After school, Lunch time and enrichment
<b>Science</b>	A. Nonfiction reading strategies supported by the TC curriculum B. Test prep C. Science literacy D. NEST case conferencing	A. One-to-one instruction B. Small groups C. Tutoring D. Enrichment	After school, Lunch time and enrichment
<b>Social Studies</b>	A. Nonfiction reading strategies supported by the TC curriculum B. Interential and literal comprehension C. Guided reading groups based on TC assessments D. NEST case conferencing	A. One-to-one instruction B. Small groups C. Tutoring D. Enrichment	After school, Lunch time and enrichment
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	A. Peer mediation B. LOVE program C. CPPST D. IEP meetings E. NEST case conferencing	Individual sessions Group session	After school, Lunch time and enrichment

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
A. Teachers College Curriculum Developer B. Professional development within school and outside of school C. Inquiry groups D. Hour lunch meetings E. Resume review and hiring committee

**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).
Teachers College Common Core Lab site sponsored by Network NYU-CUNY NEST program iZone partner Friday professional development period

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Uniforms, backpacks, basic clothing needs.

**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.
Staff forums are held at Department meetings, Friday professional development periods, Grade meetings, whole staff meetings and NEST case conferencing.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>Brooklyn</b>	School Number <b>442</b>
School Name <b>Carroll Gardens School for Innovation</b>		

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

Principal <b>Deanna Sinito</b>	Assistant Principal <b>Noreen Mills</b>
Coach <b>Sarah Reedy</b>	Coach <b>Lisa Genduso</b>
ESL Teacher <b>Norma Levine</b>	Guidance Counselor <b>Monserate Aviles-Hodges</b>
Teacher/Subject Area <b>Cathy Alberico/ ELA</b>	Parent <b>n/a</b>
Teacher/Subject Area <b>n/a</b>	Parent Coordinator <b>Corinne Contrino</b>
Related Service Provider <b>n/a</b>	Other <b>n/a</b>
Network Leader(Only if working with the LAP team) <b>n/a</b>	Other <b>n/a</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>193</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>7.25%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	3

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	9	0	1	3	0	3	14
Total	2	0	0	9	0	1	3	0	3	14

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	3	0	5	0	0	0	0	8
Chinese	0	0	0	0	0	0	4	1	0	0	0	0	0	5
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	8	1	5	0	0	0	0	14

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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)	0	0	0	0	0	0	1	0	3	0	0	0	0	4
Advanced (A)	0	0	0	0	0	0	5	1	2	0	0	0	0	8
Total	0	0	0	0	0	0	8	1	5	0	0	0	0	14

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	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	2	0	0	0	2
7	7	1	0	0	8
8	6	0	0	0	6
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	2	0	1	0	0	0	0	0	3
7	7	0	1	0	0	0	0	0	8
8	4	0	2	0	0	0	0	0	6
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	4	0	2	0	1	0	0	0	7
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.

Paste response to questions here:

Initially, we examine the LAB-R or NYSESLAT scores and other New York State and New York City assessments, along with DRA's and the Teacher's College Comprehension and Decoding Literacy Assessments, to get an early impression of our ELLs literacy skills. The data indicates that most students are Advanced or Proficient in the Speaking & Listening, but Beginner through Advanced for Reading and Writing. Therefore the main focus of our ESL program is in Reading and Writing skills and strategies with Content area vocabulary development.

DRA and TC reading assessments have shown that long multisyllabic words are difficult for our ELLs to break apart, interfering with reading comprehension. Discreet teaching of units on prefixes and suffixes, other vocabulary, and grammar topics has shown to be beneficial with improved fluency and comprehension.

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

Paste response to question here:

On the Spring 2013 NYSESLAT 2 of last year's 6<sup>th</sup> grade students, 2 of the 7<sup>th</sup> grade students, and 1 of the 8<sup>th</sup> grade students were Proficient in all areas of the NYSESLAT and scored out of ESL. All of our last year's ESL students, but 1 Newcomer (here less than 1 year), achieved an Advanced or Proficient score for the Speaking test with raw scores ranging from 29 to 34. Majority of last year's students' Listening scores appear to be in the Advanced through Proficient range across the grades. Majority of last year's student's Reading scores were in the Advanced to Proficient range across the grades. Majority of last year's students achieved an Advanced or Proficient in Writing, though half of last year's 7<sup>th</sup> graders only scored an Intermediate in the Reading/Writing aggregate. Incoming 6<sup>th</sup> graders scores reveal that most students achieved Advanced through Proficient levels on the overall NYSESLAT with the majority Proficient in Listening and Speaking. Reading and Writing range from Beginner to Advanced for those who did not score out.

For the LAB-R results from the past 3 years our 2 Newcomers scores are as follows: Renzo Vega had a zero score in all 4 modalities and this year Chong Hui Liao scored 8 in Listening, 14 in Reading, 15 in Writing, and 9 in Speaking. His strengths are in Reading and Writing in English and he needs the most help in Listening and Speaking in English.

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 [AMAO tool](#))

Paste response to question here:

The majority of our students are Advanced or Proficient in Listening and Speaking. They scored in the Beginner through Advanced ranges in Reading and Writing, therefore the ESL program focuses heavily on these areas, with planned integration of Content area vocabulary for language development. For those students who need Listening and Speaking support, short listening passages with notetaking skills and strategies are included in the ESL curriculum throughout the year. Though a push-in model is preferable, ample small group settings in ESL, with Ms. Levine, and Enrichment, with Ms. Alberico (ELA), Mr. Perron and Ms. Thacker (Math), and Mr. Camacho (Health), provide the ELL students additional opportunities to express observations, state opinions, and draw conclusions in the smaller peer group to ensure maximum language development.

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?

Paste response to questions here:

Currently our only ELL program is a Freestanding ESL program

5 out of 8 - 6<sup>th</sup> grade students took the Math test in their native languages. 4 received a score of 1, and 1 received a score of 2. Of the 8 - 6<sup>th</sup> graders who took the Math test 6 scored a 1, and 2 scored a 2. Therefore there appears that no advantage is gained by those using native language compared to those taking the exam in English.

The 2013 Periodic Assessment for ELLs revealed that the students' weakest performance was in Reading and Writing. Test results were shared with all teachers of ELLs. Scaffolding and differentiation of reading and writing skills and strategies were implemented across the grades. Additional Enrichment groups targeted these skills and strategies resulting in improved scores over these modalities across the grades for the 2013 NYSESLAT.

In our ESL program 100% of instruction is in English. Generally, Native language is not used in instruction but there is occasional modelling using Spanish or Chinese examples. For Beginners, lower level English books are used with audio support. Occasionally some Spanish versions of grade level books are available for independent reading. We are always looking to supplement our library of good grade level native language books to support our Newcomers in Chinese and Arabic. Bilingual texts in Chinese and Arabic are currently being accessed online using IPADs and laptop computers.

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](#).)

Paste response to question here: n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

In our Freestanding ESL program 100% of instruction is in English with occasional modelling in native languages where necessary. As indicated by the Spring 2013 NYSESLAT scores students demonstrating Advanced levels of English, will receive 180 minutes per week of ESL instruction, and those scoring Beginner or Intermediate levels of English language development will receive 360 minutes.

Those students who have received a Proficient level on the Spring 2013 NYSESLAT exams will continue to receive ESL support through the end of the next marking period and continue to receive extended time and other ESL accommodations on all New York State assessment examinations for two years through Spring 2015. The levels are determined by using the New York State Raw to Scaled score NYSESLAT conversion charts and several ATS reports (REXH, RLAT, RLER), and are evaluated using the English Language Learners Class Data Profiles sheets provided by the Region.

All teachers are informed, within the first week of school, as to who is an ESL student, what their proficiency levels are, if they are former ESL students, and if they are still entitled to ESL accommodations on their tests. All content area materials are scaffolded for ELLs and ESL students according to their needs and proficiency levels to ensure grade level English vocabulary is developed. All content area classrooms have content related word walls to support acquisition of grade level content specific language using graphic support (charts, graphs, pictures, photos) where possible. Classroom charts include strategies with sentence starters to make accountable talk and other academic discussion accessible for ELLs.

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?

Paste response to questions here: n/a

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

Paste response to question here:

The percentage of last year's MS442 students receiving Proficient scores on the 2013 NYSESLAT has increased to 31.25% of ESL students. Our explicit instruction in ESL, ELA, Enrichment, and other content areas for Reading and Writing skills and strategies has helped improve ESL student performance across the grades.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)

Paste response to question here:

Initial identification of ELLs generally has already occurred, via the Home Language Identification Survey (HLIS) and LAB-R assessment scores, at the elementary school level. For those few new middle school arrivals to New York City from out of state, or

out of country, the HLIS and LAB-R are then immediately used to determine entitlement. The HLIS form, completed at Registration, indicates what languages are spoken by the student and his/her family in school and at home. Based on their response to the survey and an informal interview is conducted by Norma Levine, ESL teacher, with Monserrate Aviles, Guidance Counselor or Anne Li, paraprofessional, with the student and parents, in English and their native language, with translation by paraprofessional Anne Li, in Chinese, or other teachers, by Ms. Connors, Spanish teacher, or Ms. Reale, Science teacher, in Italian, or other staff (Dean, teachers, Guidance, office staff, etc) in Spanish. The determination is made as to whether (s)he is an ELL and entitled to be tested for ESL services. Within the first 10 days of arriving at school the LAB-R is administered to an ELL. This determines eligibility for ESL services. If the student scores in the "Proficient" range in both Listening & Speaking and Reading & Writing portions of the test, then (s)he will not need ESL services. If the scores place him in the Beginner to Advanced ranges on his Listening & Speaking or Reading & Writing tests then ESL services are necessary and provided in accordance with CR Part 154.

For those students who speak Spanish the LAB is administered, also within the first 10 days of arrival, to help determine the level of proficiency and literacy in their home language.

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.

Paste response to question here:

For those ELL students who are entitled to receive ESL services their parents are sent NYC Department of Education Entitlement letters in English and their Native Language, within 10 days, inviting them to an Orientation Meeting with Norma Levine, ESL, where they are shown the New York City Department of Education brochure and video, in their native language, describing the three types of programs (Transitional Bilingual, Dual Language, and Freestanding ESL), including an explanation of the explicit ELA, ESL, Native Language instructional minutes per program, and explaining the choices to be made. Translation services are provided at the Orientation Meeting for the question and answer session for any further explanations, by Monserrate Aviles (Spanish), Guidance, and Anne Li (Chinese), paraprofessional. Currently staff members available for translation speak Spanish, Chinese, Italian, and Polish. DOE Translation Services are contacted for other languages, when necessary. For those parents unable to attend the initial Orientation meeting, the DOE brochure is mailed home in English and Native language with a letter asking them to call to schedule an Orientation meeting, to ensure informed choice. Follow up calls are made to ensure a timely response.

If 15 or more Parents, in contiguous grades, select a Transitional Bilingual program or Dual language program then a program will be created. Then those parents who have selected a Bilingual or Dual Language Program will be informed immediately by mail of the program availability and invited to join.

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 [\[see tool kit\]](#).)

Paste response to question here:

DOE Entitlement letters have been prepared and mailed home, in English and the native language, by Norma Levine, ESL teacher, to all new ESL students, within the first 10 days, inviting parents to the Orientation meeting described above. At the Orientation meeting Parent Survey and Selection forms are provided in the Native language and completed at the meeting with assistance from staff when necessary. For those parents unable to attend the Orientation meeting DOE brochures and Parent Survey and Selection forms are mailed home in English and Native language with a letter asking them to call for further assistance to ensure informed choice and a timely response. As soon as the Parent Survey and Selection forms are completed and returned the results are entered into ATS on ELPC. Parents Survey and Selection forms are stored in the ESL Administration cabinet in a locked Related Services room to ensure security.

DOE Non-Entitled (scored out of ESL on the LAB-R), Continued Entitlement (scored into ESL on the NYSESLAT), or Non-Entitlement (scored out of ESL on the NYSESLAT), are all mailed home in English and native language, by Norma Levine, ESL teacher, within the first 10 days of the school year. Copies of the parent letters are retained in the ESL Administration file cabinet, by Norma Levine, ESL teacher.

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.

Paste response to question here:

Based on the choice made on the Parent Survey and Selection forms, ELLs who have opted for ESL are served in our program. DOE Placement letters are mailed home, in English and the Native language, by Norma Levine, the ESL teacher. At the Orientation meeting, those parents who expressed interest in an ESL program are given a DOE Placement letter in English and their

native language. To honor parental choice those who have chosen the other types of programs, Transitional Bilingual or Dual Language, are provided a list of the NYC schools and contact information where those programs exist. Where possible, we facilitate the school visits. Translation is provided at the Orientation meeting, by pedagogues and other staff, available in Spanish, Chinese, Italian, and Polish, at that time, or when the parents respond to the mailing by calling into the school. All the Parent selections are entered into ATS on the ELPC screen by Norma Levine, the ESL teacher, immediately after the Orientation meeting. The completed Parent Survey and Selection forms are then stored in the ESL Administration file cabinet in a locked Related Services room. Also stored there are copies of all aforementioned communications with parents (Entitlement, Non-Entitled, Continued Entitlement, Non-Entitlement, and Placement letters) in the ESL Administration file cabinet.

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.

Paste response to question here:

Each September when the NYSESLAT scores become available on ATS (REXH,RLAT), the students eligibility is reevaluated using the latest Raw to Scaled score sheets from the State. DOE Continued or Transitional Non-Continued letters are mailed to ELL parents within 10 days in English and Native languages. Each Spring parents of ESL students are sent notices, in English and Native languages, of the up-coming NYSESLAT exams with the dates, time and location of exams, and explaining the importance of attendance.

Testing coordinator, Lisa Genduso, orders the NYSESLAT based on eligibility determined through the ATS reports(ie: RLAT, RLER, RELL). She ensures timely administration of all 4 modality sections of the NYSESLAT for all eligible students, ensuring all modifications according to IEPs for small group or separate location are complied with. Each of the 4 modalities is scheduled by Ms. Genduso on separate days within the State mandated dates ensuring separate times for the different band widths (6<sup>th</sup> grade, 7<sup>th</sup>-8<sup>th</sup> grades) for each modality.

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. 

Paste response to question here:

During the past five years the trend in program choices that parents have requested on the Parent Survey and Selection forms have been for ESL and all the parents opted to remain here in our ESL program. Two years ago only 1 parent choice was for a Transitional Bilingual program in Spanish. Last year only 1 parent choice was for a Transitional Bilingual program last year in Spanish, and this year only 1 parent choice was for a Transitional Bilingual program in Chinese. Therefore, the current program model (ESL) is aligned with parent choice (ESL). In the future, should 15 or more student's families in two contiguous grades opt for Transitional Bilingual or Dual Language programs then a program will be opened to align with parent choices. The families will be contacted immediately, in English and their native language, using the DOE placement letters, to notify them of program opening.

# 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])?

Paste response to questions here:

Based on parent choice surveys our ELLs are served in a Freestanding push-in/pull-out ESL program with 100% of instruction in English in an all ICT model school. Currently, the majority of our ELLs have either Intermediate or Advanced level English proficiency and are grouped heterogeneously according to grade level and class. A separate Newcomer's group is conducted for recent arrivals to provide ample opportunities to develop vocabulary building, automaticity, and fluency skills for social and situational speaking in a lesser affective, small group setting.

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)?

Paste response to questions here:

MS 442 has a Freestanding ESL program only therefore 100% of instruction is in English with occasional modelling in Spanish or Chinese. This year we have implemented a foreign language Spanish program for each class, including the ESL students, on every grade once a week.

As indicated by the Spring 2013 NYSESLAT scores our ELLs achieved Beginner, Intermediate, Advanced, or Proficient levels of English. Students demonstrating Advanced levels will receive 180 minutes per week of ESL instruction and those scoring Intermediate or Beginner levels will receive 360 minutes, as per CR Part 154. Those students who have reached a Proficient level on the Spring 2013 NYSESLAT exams will continue to receive ESL support through the end of the next marking period and continue to receive extended time and other ESL accommodations on all New York State assessments for the next two years. ESL students have four push-in or pull-out ESL periods a week, and each ESL student also attends four small group Enrichment periods a week, with ESL and other content area teachers, to comply with CR Part 154 mandates. All ESL students receive 8 full 46 minute periods of ELA instruction per week.

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.

Paste response to question here:

Literacy is taught using ESL techniques and tools using the Teacher's College Readers' and Writer's Workshop model Balanced Literacy Program and aligned with the Common Core Standards. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, manipulatives, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners, and inquiry based interdisciplinary projects to enable students to transfer key skills and concepts. ELLs meet in their Enrichment classes to target Common Core vocabulary and concepts to help make the challenging content comprehensible. The Math and Science curriculum includes discreet literacy classes for targeted content area vocabulary development specifically with ELLs in mind. The regular classroom texts and lab books are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish versions of the texts, along with Department of Education Word-to-Word Glossaries for content area subjects in Spanish, Chinese, and Arabic. ESL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and reading comprehension, as well as Great Leaps and the Wilson program for some of our ELLs with special needs.

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

Paste response to question here:

ELL's initial evaluation of Native language skills is done through an informal interview by the ESL pedagogue along with other staff members fluent in those languages such as Anne Li, paraprofessional for Chinese, Krystina Connors (Spanish Teacher) or Monserrate Aviles (Guidance Counselor) in Spanish. Formal evaluation of English language proficiency is provided by the ESL

pedagogue, using the LAB-R for Newcomers within the first 10 days of their entrance to school and the NYSESLAT for continuing ESL students. Formal evaluation of Spanish literacy skills for Newcomers is provided by administration of the LAB within the first 10 days of their entrance to school by Krystina Connors.

In our Freestanding ESL program 100% of instruction is in English with occasional modelling in native languages. Assessments are generally conducted in English, be they informal teacher made assessments, or New York State examinations. Word-to-word glossaries are available in Spanish, Arabic, and Chinese in each of the content area classrooms. Exceptions are made for first year Newcomers for whom native language versions of NYS exams are provided for content areas.

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

Paste response to question here:

Lisa Genduso, the Testing Coordinator, checks various reports in ATS (ie: RLAT) to ensure tests are ordered and administered for all mandated ESL students. She arranges room assignments on the State mandated dates, the times, and locations for all 4 modalities for each grade band.

Within the first 10 days of the school year parents are mailed a notification, in English and in their home language, explaining the results of the NYSESLAT exams and how much ESL instruction their child is entitled to receive during that school year. In the Spring the parents are sent a notification, in English and the home language, with the dates and times of the NYSESLAT exams to encourage full attendance for the entire battery of exams and explain the importance for a complete evaluation of their English language proficiency.

Informal assessments, DRAs, TC running records, On-Demand writing, and other Performance Assessments in Content areas are conducted monthly and classroom quizzes and tests are conducted summatively at end of units to ensure steady growth of all 4 modalities of English acquisition is on-going throughout the year. ELL Periodic Assessments and other Acuity exams are conducted twice a year to monitor the students development.

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).

Paste response to questions here:

There is a total of 14 ESL students. The breakdown is as follows: 0 SIFE, 2 Newcomers, 9 ELLs in years 4-6, 3 Long Term ELLs, and 4 Special Education ELLs.

SIFE students will be provided the full range of AIS services during Lunchtime, Enrichment, Extended Day, Saturday school, and other small group sessions, with additional opportunities planned using the technological support of the Rosetta Stone language program on computer and Books-on-Tape or CDs for audible support for leveled books, Kaplan Advantage Test Companion book series, and Curriculum Associates New York Ready books targeting Math and ELA vocabulary, strategies, and skills. An individual needs assessment will be made and a creation of an AIS plan with focus on literacy, math, and other content area components.

Newcomer students are provided an appropriate range of AIS services during Lunchtime, Enrichment, Extended Day, Saturday school, and other small group sessions, with additional opportunities planned using the technological support of the Rosetta Stone language program on computer and books-on-Tape or CDs for audible support for leveled books. Newcomers meet in additional small groups for Enrichment and Mentoring sessions four days a week with ESL and ELA teachers and a native language paraprofessional. Work includes vocabulary building, automaticity, and fluency skills, along with ELL Guided Reading and sight word development using the "1000 Most Common Words in the English Language" list, and appropriate level texts to help build comprehension skills. Word-to-word glossaries are available for use in the content area classrooms for added support. The students are also encouraged to join our Afterschool clubs and Good Shepherd to increase their opportunities for language usage and development.

ELLs with 4-6 years of ESL service are provided with a combination of push-in ESL, to support their work in the content areas, and pull-out ESL, to work on discreet ELA topics, such as: vocabulary associated with the Common Core curriculum; prefix and suffix work to help decipher longer, more complex words in their reading; idioms study for reading comprehension; writing persuasive passages using text evidence; writing descriptive passages; small group sessions to continue development of receptive and expressive oral fluency and automaticity. These ELLs are also provided a full range of AIS services during Lunchtime, Enrichment, Extended Day, and Saturday school. Technology, such as CDs, IPADs, and laptops, are available for audio and visual supports. Enrichment and Mentoring sessions four days a week with ESL and ELA teachers and native language paraprofessionals are also provided.

Long Term ELLs will be targeted for additional ESL and AIS services during mandated small group, Lunchtime, Enrichment, Extended Day and Saturday school sessions. Currently, all our Long term ELLs have special needs with scaffolding and differentiated instruction planning on-going across the content areas. This is a team effort by ESL, ELA, Special education teachers, and Content area teachers meeting weekly to ensure these students meet language and content area goals. Some may receive targeted individual reading comprehension development sessions with the Supporting Adolescent Literacy program specialist, Ms Howard, to develop the necessary strategies and skills.

Those students who have achieved a Proficient score on the Spring 2013 NYSESLAT exams will continue to receive ESL supports through the end of the next marking period, and continue to receive ELL modifications ( time and a half, and third readings on listening passages) on all New York State assessments for the next two years., through the Spring of 2015. They continue to participate in all ELL targeted AIS and Enrichment activities.

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?

Paste response to question here:

For ELLs with special needs we use various pedagogical resouces such as English at our Command, Reading Rewards, Great Leaps, and other Wilson program materials, along with internet sources to provide visual support, for acceleration of English language development with ELL-SWDs. Discreet strategies and skill are taught along with content area vocabulary to accelerate language development and are charted on Word Walls and bulletin boards in each of the classrooms to ensure accessibilty at all times for those students who need the visual support. To provide access to academic content in the content area classrooms we use a combination of scaffolding, bridging, and contextualization, with graphic supports such as charts, graphs, pictures, and photos, using IPADS and laptops for internet sources and translation support into native languages for those who need it. Grade level content area classroom materials are used, with differentiation and scaffolding, to ensure accessibilty to grade level curriculum. They are targeted during Lunchtime, Enrichment, Extended Day, and for other small group Enrichment with ESL, ELA, and Special Education teachers. Scaffolding of content area subjects is an on-going team effort of ESL, ELA, Content area, and Special Education teachers through grades meetings, discipline meetings, and inquiry work. Differentiated instruction of the Common Core Standards and Danielson Framework for ELLs with special needs will be implemented throughout the year.

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?

Paste response to question here:

The program model used throughout MS 442 is an ICT program. Therefore all students are placed in ICT classes. Those ELLs with disabilities are provided with non-disabled peer models in every class for a least restrictive environment. ESL students are provided with non-ESL peers to model grade and age level vocabulary to help attain English proficiency.

ESL is taught at MS 442 as a push-in and pull-out program to allow for a flexible, least restrictive enviroment. Some curricula and instructional needs require push-in, whole group-general class attendance with ESL scaffolding occurring in the class. Other topics and curricula needs require pull-out small group instruction, occurring in the ESL room, to develop and attain English proficiency. Currently only 1 out of 9 - 6<sup>th</sup> grade ESL students is an ELL-SWD with maximum time spent with non-disabled peers. SETTS and Related services are also provided to ELL-SWDs on a push-in/pull-out basis to ensure scheduling flexibility in least restrictuve settings.

All school programs, curricular and non-curricular, are available to all our students including the ELL-SWDs, to ensure they achieve their IEP goals, both social and academic, in the least restrictive environments. All students at MS 442, including ELL-SWDs, are grouped in various whole groups for content area classes and small groups for Enrichment, AIS, Mentoring, Good Sherperd, Afterschool ( sports, music, science, computer, theatre, etc.) to enable diverse groupings, including ELL-SWDs with their non-disabled peers..

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

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

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

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

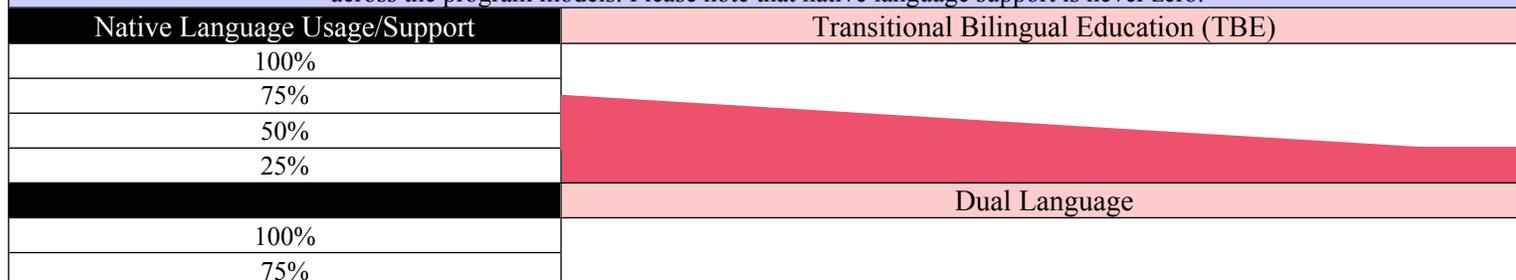
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

#### Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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.

Paste response to question here:

Literacy is taught using ESL techniques and tools aligned with the Balanced Literacy Reader's and Writer's Workshops Program. Math and other content areas are scaffolded for ELLs using ESL strategies and methods. Scaffolding consists of, but is not limited to: bilingual dictionaries, interactive word walls, charts, graphs, and pictures to teach vocabulary; strategy charts related to current units of study; textbooks and trade books related to the experiences and interests of adolescent learners; and inquiry-based, interdisciplinary projects to enable students to transfer key skills and concepts. Enrichment and Advisory sessions meet four days a week. To meet the needs of our ELL and ELL special education students our ELLs subgroups worked with ESL, ELA, and Special Education specialists, working on vocabulary building, automaticity, and fluency skills for social and situational speaking (Newcomers), ELL Guided Reading and sight-word development with the "1000 Most Common Words in the English Language" list to build comprehension skills, and strategies and skills for ELA, Math, Social Studies, and Science for grade specific content. In school, Afterschool, and Saturday school test prep for all NYS assessments (ELA, Math, Science, Social Studies) is provided and available to all students, including ESL and former ELL students. The regular classroom texts and lab books (Math, Social Studies, Science) are used during push-in sessions for content areas. Each of those content area classrooms have been provided with the Spanish versions of the texts (Math, Science, Social Studies), along with Department of Education Word-to-Word Glossaries for content area subjects (Math, Social Studies, Science) in Spanish, Chinese, and Arabic. Classroom leveled books for ELA are available on CDs or on computer translated into Chinese, Arabic, and Spanish for audio and visual native language supports. Translation by paraprofessionals and other pedagogues is available in Chinese and Spanish for native language support. AIS services are also available during Lunchtime Help and Extended Day classes for all the content areas, individually and in small group, over the course of the year. Other aspects of our program are designed to ensure that ELLs will meet or exceed city and State standards. These supports include teachers actively scaffolding instruction, integrating elements of the Teachers' College Literacy curricula, the Connected Mathematics Project 3 (CMP), and the Common Core Curriculum, and participating in professional development with considerations for ELLs. Staff meetings are held during the last Monday of each month to work with consultants, assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold and differentiate instruction for ELLs. Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. We implemented a series of Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. On-going Professional Development workshops are conducted at the Region for the Parent Coordinator and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. Workshops, such as "Navigating the High School Application Process for ELLs", and the latest changes in services in the Translation and Interpretation Unit information are made available for the Guidance Counselors.

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

Paste response to question here:

The majority of our ESL students are making incremental progress in both content and language development across the grades as measured by the NYSESLAT scores. As of Spring 2013, 31.25% of our ESL students were English Proficient and scored out of ESL services.

Within the first 10 days of school all ESL and former ESL students have been identified and all the staff members have been notified so they are aware of the needs of their students. ESL and content area teachers(ELA, Math, Science, Social Studies) meet regularly to plan and assess the needs and progress of the ESL students in both content and language development. Content area materials and texts are scaffolded for ELLs and classrooms (ELA, Math, Social Studies, Science) have bilingual texts, word-to-word glossaries, word walls, strategy and skill charts, graphs, charts, pictures, and photos for graphic support, and IPADS and laptops for audio support, to meet the needs of the ESL students in content and language development. Targeted interventions are planned weekly (each Friday afternoon) in committees across the content areas (ELA, Science, Social Studies, Science, Health, Spanish) to see if students have mastered skills, strategies, or performance tasks or if interventions are effective or need tweaking. Depending on the skill or strategy being targeted committee created checklists or rubrics are used to gauge student mastery and intervention effectiveness each week for on-going content and language development.

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

Paste response to question here:

This year we are continuing small group Enrichment and individual Mentoring sessions four days a week to meet the needs of our ELLs. This year we are continuing our Inquiry Team meetings and workshops involving all staff members to examine and address these special needs, and to aid development of differentiated instruction. We are implementing the Common Core Standards curriculum using the Danielson Domains and examining how, when, and where they reflect the needs of ELLs. We are continuing to implement our Green Roof program to provide hands-on inquiry work of the life sciences.

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

Paste response to question here:

We have discontinued our separate Math and Science literacy classes for targeted content area vocabulary development specifically with ELLs in mind. Through our on-going Inquiry work we discovered that it was more effective, with better results, to teach this vocabulary in context, within the regular content area class.

Last year we discontinued group Advisory sessions in favor of individual mentoring sessions

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

Paste response to question here:

The ESL program provides a teaching and learning environment that promotes equitable opportunities, respecting and celebrating the diversity of our students, staff, and community. The program meets the academic, physical, social and emotional needs of our ELL students. During our school day we offer all students, including our ELLs, the following services, supports and interventions: Enrichment remediation in literacy, mathematics and science; family workshops on how best to support student success in content areas and with homework; life skills interventions, Good Shepherd Services Homework Help; inter-mural sports teams (soccer, basketball, track, softball, tennis), the school musical (performance, stage crew, media), instrumental music (violins, winds, guitar), Yearbook, art portfolio preparation group, Accelerated science, Studio in a School, and specialized high school test prep. Also available to our ELLs are Lunchtime Help, Extended Day classes, and other AIS sessions. New this year additional Afterschool clubs include Cooking, Technology, Yearbook, Flag football, WCGSI-Media Club, Rebound with Sound, Neuroscience, and Lego Robotics.

Homeroom teachers announce all curricular and extracurricular programs to all students, including ELLs, and written notifications are sent home in English, Spanish, and Chinese, to all students, including ELLs, about all extracurricular activities that require parental consent. Curricular services occurring during the regular school day, such as Enrichment, AIS, and Mentoring, are assigned by administration to ensure all students, including ELLs, are included. Good Shepherd and other Afterschool activities are specifically recommended to ESL students and their families via written notifications (in English and translation) to ensure their inclusion and participation in the MS 442 community.

Currently ELLs participate in these Afterschool activities: Good Shepherd, Accelerated Science, the school musical, lego robotics, instrumental music (violins, winds), sports (volleyball, soccer), Leave out the Violence (LOVE) Girls group and Boys group.

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

ESL is taught using an eclectic mix of materials including student produced materials, their independent reading books, materials derived from the regular classroom curricula (scaffolded for ELLs and special needs students), various pedagogical resources, such as English at Our Command, Reading Rewards, and many internet sources, for discrete topics in grammar, vocabulary development, and reading comprehension, as well as Great Leaps and the Wilson program for some of our ELLs with special needs. Technological support is provided to Newcomers with the Rosetta Stone language program on computer and is available for all ELLs through the use of Books-on-CDs to audibly support the independent reading books. Some grade level books are available in Spanish versions.

Content area texts and materials are scaffolded for ELLs. In addition, there are Spanish versions of the text available in the classrooms with some available on-line in translation. Internet sourced materials can also be used in translation where available. DOE Word-to-Word Glossaries are available in Spanish, Arabic, and Chinese for the content areas.

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

Paste response to question here:

MS 442 recognizes the importance of native language support in developing English proficiency. We offer native language support, when necessary, and have continued to build a library of bilingual and native language books, Books-on-CDs, which are made available to ELL students and their parents. Each of the content area classrooms have Spanish versions of the texts and there are DOE Word-to-Word Glossaries in each of the content area classes in Spanish, Arabic, and Chinese.

The Freestanding ESL program offers 100% of instruction in English with occasional modelling in native languages.

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

Paste response to question here:

Until Spring 2013 the Writing portion of the NYSESLAT required a different type of essay to be written according to ages and band-widths of the students. In the 7<sup>th</sup> & 8<sup>th</sup> grade exam the essay was a compare and contrast essay requiring a minimum of 4 to 5 paragraphs. The 5<sup>th</sup> & 6<sup>th</sup> grade band-width required a different type of essay, not compare and contrast, often about the environment, ecology, or conservation, usually requiring a 3 paragraph essay. Last year the format changed to align with the Common Core curriculum. They now include 2 writing assignments for all students grades 3-12. They are a short descriptive paragraph based on a photograph, and a fact-based or data-based essay based on at least 2 pieces of content area articles or graphs and charts, from which they need to elicit information, draw conclusions, make inferences, etc.

Our ESL classes will continue to work towards scaffolding and supporting the Common Core curriculum for all our ELLs, grades 6 through 8, with continued practice of data-based work.

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.

MS 442 schedules orientations in June and August for all students and their families, including ELLs and their parents, with translation available in Spanish, Chinese, Polish, and Italian. Students are encouraged to join our Afterschool clubs and activities, school sports teams, and Good Shepherd Afterschool program, to integrate into the MS 442 community.

18. What language electives are offered to ELLs?

Paste response to question here:

Currently, Spanish language classes are continuing to be offered to all our students on a twice-weekly basis. This is not an elective.

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)?

Paste response to questions here: n/a

### 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.

Paste response to questions here:

All pedagogical staff members work weekly with our consultant, Kate Roberts, from Teacher's College, to ensure teachers receive support in scaffolding the Balanced Literacy curriculum for our ELLs and in differentiating instruction for our ELLs with special needs. Other aspects of our program are designed to ensure that ELLs will meet or exceed city and State standards. These supports include teachers actively scaffolding instruction, integrating elements of Teachers' College Literacy curricula, the Connected Mathematics Project 3 (CMP), and the Common Core Curriculum with ongoing support from the TC Literacy Coach, AIS and Curriculum (ELA, Math, Science, Social Studies) Coordinators, Sarah Reedy and Lisa Genduso, and by participating in professional development with considerations for ELLs. Staff planning meetings are held each Friday afternoon, along with Inquiry half days each month and twice-a-year Saturday Retreats: to work with consultants, to assess student needs and abilities, collaboratively plan instruction, explore professional materials, and conduct school-wide needs assessments, including instruction for all MS 442 teachers on how to scaffold the Common Core curriculum and differentiate instruction for ELLs in all the content areas.

Grade meetings occur weekly to collaboratively plan and discuss individual student needs and include how to assist ELLs as they transition from one school level to another. Our Guidance Counselor, Ms Aviles-Hodges, attends several High School processing workshops, including the "Navigating the High School Application for ELLs" workshop, each year, to learn about the new High Schools and find out about the latest changes in the application process. She has attended a workshop on the SEMS website for the High school enrollment process. She then turn-keys the information to all our 8<sup>th</sup> grade students and their parents at a series of four 8<sup>th</sup> grade parent meetings. These meetings are given on Saturday (November 2), during the day, and several evenings, to ensure maximum student and parental participation. She meets individually with all 8<sup>th</sup> graders and with our ELL parents to aid them in the process and teach them how to navigate the website. Ms Aviles-Hodges and our Parent Coordinator, Ms Corinne Contrino, lead tours for our 8<sup>th</sup> grade students and their parents at various high schools in the borough and at several high schools in Manhattan. Ms Aviles -Hodges translates for the Spanish speaking parents when necessary.

In addition, staff members participate in various off-site professional development sessions to support our work with ELLs. For our NEST Program, which includes ELLs, currently 2/3 of all staff members including administration, coaches, guidance, teachers including Speech & ESL, Occupational and Physical Therapists, and paraprofessionals, have attended ASD workshops at New York University and Hunter College to better support these students. On-going professional development for this program includes additional workshops off-site and on-site with visiting consultants including specific workshops on ELLs in the NEST and weekly Case Conferencing.

On-going Professional Development workshops are conducted at the Region for the Parent Coordinator, the paraprofessionals, and the secretaries to address the needs of our ELLs and their families, including the latest changes in available services. They attend various workshops where, among other things, the use of Translation and Interpretation Services Unit information is explained. Secretaries participate in PDs and workshops at the Region and Central that include ATS training for: pupil accounting for admitting, discharging, and transferring students, including ELLs; admission routines pertaining to ELLs such as HLIS, medical, busing, and residency requirements, and accessing the DOE Translation and Interpretation services

Records of staff attended PDs and other workshops, including those pertaining to ELLs, are maintained by school administration.

## 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?

Paste response to questions here:

MS 442 schedules orientations in June and September for all new parents, including ELL parents conducted by the Parent Coordinator. These sessions include equal access to our ELL parents with native language translation materials and staff interpreters, available in Spanish, Chinese, Italian, and Polish. For Arabic translation our co-location school has two staff members who provide translation when necessary. DOE Translation and Interpretation Services will be contacted if other languages are needed. We (ESL teacher, Guidance Counselor, Parent Coordinator) also schedule orientations in the Fall for the families of new ELLs, with translation available in Spanish, Chinese, Italian, or Polish, and during the school year, when necessary to familiarize them with the New York State standards, various New York State assessments, including the NYSESLAT exams, school expectations, and general program requirements for our ELLs. Translation is made available by staff in Spanish, Chinese, Italian, or Polish based on parental needs assessment surveys completed by ELLs families at the start of the school year. DOE Translation and Interpretation Services are contacted for assistance with other languages. The ESL teacher and Parent Coordinator also participate in the School Curriculum Night and Parent-Teacher Conference Days and Nights for the purpose of school-family collaboration.

In addition, families of ELL students are invited by written notifications in English, Spanish, and Chinese, and welcome to attend all Parent Teacher Association meetings throughout the year. Translation is available upon request and based on needs assessment survey. On-going parent workshops are held to address various issues and concerns as they arise. The following sessions are scheduled annually to assist parents with supporting their children: September: General Orientation and Parent/Student Handbook Overview; November: Assessment, Standards, and Report Cards; January: Supporting Students at Home; March: Monitoring Student Progress; and May: Promotional Criteria.

The Parent Coordinator generates the needs assessment survey and distributes it throughout the school and to the families of our students, in English, Spanish, and Chinese. The results of the survey are evaluated by the School Leadership Team and Parent Coordinator. In addition the classroom teachers conduct an informal language survey at the beginning of the school year, to determine which families are in need of translation services and translated copies of written materials to ensure that the needs of all parents are met. The Blue Cards are distributed to all the parents at the beginning of each year, information requested in both English and Spanish, along with a letter, in English, Spanish, and Chinese, inquiring as to when the best times to meet with them and/or to contact them and preferred oral and written languages for communications. The Parent Coordinator makes this information available to the staff to ensure all parents needs are met.

The school partners with other agencies and Community Based Organizations to provide workshops and services for our ELL parents including: Red Hook Initiatives, Center for Family Life, Park Slope Mental Health, The Family Reception Center, and the Puerto Rican Family Institute. Ms Aviles-Hodges, Bilingual Guidance Counselor, facilitates these services for our ELL and Non-ELL families.

The Parent Coordinator greets all the parents at the various parental gatherings and arranges for translation services for the activities including at PTA meetings, Curriculum night, Parent-Teacher Conferences, Musical Theatre nights, and Graduation. The Parent Coordinator and Guidance Counselor conduct the highschool tours making certain that all the 8<sup>th</sup> grade students and their families, including ELLs, are included and translation services are arranged for based on the needs assessments and response to parent notifications, in English, Spanish and Chinese, about the time and locations of the tours.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deanna Sinito	Principal		10/24/13
Noreen Mills	Assistant Principal		10/24/13
Corinne Contrino	Parent Coordinator		10/24/13
Norma Levine	ESL Teacher		10/24/13
n/a	Parent		10/24/13
Cathy Alberico/ELA	Teacher/Subject Area		10/24/13
n/a	Teacher/Subject Area		10/24/13
Sarah Reedy	Coach		10/24/13
Lisa Genduso	Coach		10/24/13
Monserrate Aviles-Hodges	Guidance Counselor		10/24/13
n/a	Network Leader		10/24/13
n/a	Other		10/24/13

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

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

DBN: 15K442 School Name: CarrollGardensSchool for Innovation

Cluster: 1 Network: CFN 112

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

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

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

At the beginning of each academic year any new student entering the New York City school system for the first time completes the HLIS form as part of their Registration packet. On Part 3 of the HLIS the parent indicates their preferred language(s) for oral and written communications with the school and teachers. Also a Parent Survey and the DOE Blue Cards are distributed to every student's home inquiring about preferred oral and written language for their communications. Our needs assessment shows that this year of our 196 students, Spanish speaking parents (19) and Chinese speaking parents (5) requested translation of written documents and oral interpretation. All DOE communications (HLIS, Parent Brochures, Entitlement letters, Non-Entitlement letters, Continued Entitlement letters, etc.) already come translated and are provided in the appropriate and requested languages, Spanish, Chinese, Arabic, and English. Immediate oral translation is available from pedagogical and non-pedagogical staff members in Spanish, Chinese, Italian, or Polish for any parent calling in, or coming in, for information about their child. Also on-site, in our co-location school, there are staff members who are available for Arabic translation. In the future if other languages are requested DOE Translation and Interpretations Services will be contacted for timely assistance.

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.

Once the Parent Survey and Bluecards are returned to the school the information is turn-keyed to the SLT, who compile a Needs Assessment for the school. Then the information is disseminated to the entire staff so all pedagogues, service providers, paraprofessionals, office personnel, and administrative personnel are aware of the parental needs of their student's families for translation. This year the majority of our requests for translation are for Spanish and Chinese.

## Part B: Strategies and Activities

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

ALL DOE documents come translated and are provided in appropriate home languages for those parents who have requested it. Documents can be provided by pedagogical and non-pedagogical staff members, as well as by the office staff, Dean, and Guidance Counselor, in Spanish, Chinese, Italian, and Polish.  
When feasible DOE Translation and Interpretation Service is contacted when translation is needed for longer documents and in other languages.

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 can be provided in Spanish, Chinese, Italian, or Polish by various pedagogical and non-pedagogical staff members, office staff, Dean, and Guidance Counselor. In addition, parent volunteers can also provide oral translation in Spanish and Chinese. Other languages spoken by staff and are available for translation include Italian and Polish. Also there are staff members in our co-location school who are available for Arabic interpretation when needed.

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>.

All DOE documents and parent notifications are translated and provided in appropriate languages.  
A sign is posted at the front of the school, in various languages, indicating that translation services are available.  
DOE Translation and Interpretation Services are available upon request for languages other than those listed above.