

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

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

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

**Principal:** JUSTIN BERMAN

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

**Superintendent:** KARINA CONSTANTINO

**Network Leader:** MATTHEW MELCHIORRE

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Justin Berman	*Principal or Designee	
Jeffrey Feil	*UFT Chapter Leader or Designee	
Laura Hamilton	*PA/PTA President or Designated Co-President	
Mimi Ku	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	
Lisa Forsyth	Member/ Teacher	
Paula Levental	Member/ Teacher	
Scott Scheiner	Member/ Teacher	
Frances Elsayed	Member/ PTA	
Helen Chee	Member/ PTA	
Shakla Gua	Member/ PTA	
Jenn Reinhart	Member/ PTA	
Paul Golding	Member/ PTA	
Jeny Wong	Member/ PTA	
Mina Sadiki	Member/ Assistant Principal	
	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.

While all staff members participate in professional development activities, by June of 2015, 50% of the teachers will lead professional development activities that will lead to the sharing of instructional strategies and an analysis of student work with vertical and horizontal teams.

### **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.

This goal will align itself with the new teacher contractual obligations in which they meet weekly in order to effectively plan, and engage in professional learning.

### **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. Administration and the Instructional Team will develop a professional learning survey to disseminate to teachers.
2. Teachers will complete a needs assessment survey in which the administration will assess teacher interest.
3. Administration and Instructional Team will review results and organize professional learning calendar for staff.
4. Teachers will review assessment results.
5. Principal will post results on Edline and ask for staff volunteers to facilitate workshops based upon willingness and expertise.
6. Teachers will schedule meeting times dedicated to assessment analysis and submit plan to administration.
7. Teachers will work as a team to modify existing curriculum as a team based upon results of assessment analyses and submit curriculum modifications to administration. Staff members will alternate as leaders within each vertical and horizontal team meetings.
8. Teachers will act as ambassadors when attending network meeting/UFTTC and turnkey all information to teacher teams.

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

1. Principal, Assistant Principal and Instructional Team
2. Principal, Assistant Principals, Instructional Team and teachers
3. Principal, Assistant Principals, and Instructional Team
4. Administration and Staff
5. Principal and Teachers
6. Administration and Teachers
7. Teachers
8. Administration, Teachers, Network and UFTTC

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

1. Development of the professional learning survey by Dr. Diane Zizak UFTTC staff developer. The survey will consist of varied instructional strategies, technology and study group options.
2. During a collaborative meeting staff will take the professional learning survey and submit completed document to the administrative staff and the results will be analyzed.
3. Administrative staff, along with the Instructional Team, will review results and organize professional learning calendar.
4. Principal will provide a survey for the staff to complete on Edline which will help identify areas of need and interest. In addition, teachers will also be asked to share their self-identified areas of expertise during peer-to-peer mentoring sessions.
5. Results will be sorted and organized utilizing Edline and schedules will be posted for staff to sign up for desired workshops.
6. Teachers will sign up to be facilitators and/or attend workshops. All workshops calendars and Edline results will be reviewed for completion.
7. Teacher meeting schedules, observations and submission of work will be reviewed for impact upon student achievement. .
8. Administration, teachers, network training and UFT Teacher Center will provide necessary instructional information to the staff surrounding varied topics.

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

1. September, 2014
2. October, 2014
3. October, 2014
4. October, 2014
5. October 2014-June 2015
6. October 2014-June 2015
7. October 2014-June 2015
8. October 2014- June 2015

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

1. The supervisor and Instructional Team members will meet for 45 minutes during a scheduled date and time, which could take place during a preparation periods during the month of September 2014. Teacher coverages will be funded through Galaxy allocations for professional development.
2. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to taking the survey.
3. The supervisor and Instructional Team members will meet for 45 minutes during a previously scheduled date and time, which could take place during a preparation period. Where necessary, teacher coverages will be funded through Galaxy allocations for professional development.
4. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to review survey results during the month of October 2014.
5. 2 X per week week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period signing up for workshops during the month of October 2014 to June 2015.
6. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to create an analyses of student work schedule within each unit of study from October 2014 to June 2015. Resources and student materials purchased through NYSTL funds.
7. On-going professional development is provided by teacher leaders twice-a-week. Teachers will meet during their contractual professional learning periods to participate in professional learning during one of the two days from October 2014-June 2015.
8. On-going professional development is provided by teacher leaders twice-a-week. Teachers will meet during their contractual professional learning periods participate in professional learning during one of the two days from October 2014-June 2015. The initial professional development will be provided by the network and UFT teacher center. Teachers will be covered using funding through Galaxy allocations for professional development.

***Strategies to Increase Parent Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- hosting educational family events/activities during Parent –Teacher Conferences and throughout the year.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association.
- supporting or hosting Family Pot Luck evening.
- establishing a Parent Resource /Area or lending library; instructional materials for parents.
- hosting events to support parents/guardians, grandparents and foster parents.
- encouraging more parents to become trained school volunteers.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.
- providing school planners/folders for regular written communication between teacher and home.
- maintaining our school's website on Edline, which includes important notices, assignments and school news.
- school messenger home phone system.
- maintaining our school's website on Edline, which includes important notices, assignments and school news.

***Budget and Resource Alignment***

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

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

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

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

By June of 2015, 100% of the teaching staff will engage in weekly collaborative sessions to review multiple sources of student work to analyze gaps between instructional goals and what students currently know and are able to do to assess the impact of instruction and to inform strategic instructional adjustments.

### **Comprehensive Needs Assessment**

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

As part of the Capacity Framework and analysis of student performance on various formal and informal assessments, teachers will continue to work collaboratively to identify and support individualized students needs. In addition to the Item Skill Analysis of the State Exams, schoolwide benchmark assessments, midterm and periodic exams are administered to all students. Teachers will engage in continuous conferences with students, families and colleagues regarding the needs and progress of individual students. These will be included when designing Individual Educational Plans, or RTI interventions.

### **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. Teachers will schedule meeting times dedicated to assessment analysis, to be submitted to administration.
2. Teachers will employ a modified "Tuning Protocol" when looking at student work.
3. Teachers will utilize Scantron/ Prosper system to collect data.
4. Teachers will identify subgroup populations.
5. Teachers will revise units of study in response to students' needs.
6. Administration will purchase additional materials to support all students.
7. Teachers will use formative and summative assessments to adjust instruction and gauge instructional impact. Teachers will share this information with vertical and horizontal teams.
8. Teachers will communicate students' individual needs to students and families.
9. Students will choose goals for each subject area.
10. Teachers will continuously revisit the assessment process to ensure instruction is suitable for all students and has impact upon student progress.

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

1. Administration and Staff
2. UFTTC/Literacy Coach and looking at student work protocol
3. Staff and Scantron System
4. Staff, ARIS and Academy members
5. Curricula, staff members and CCLS
6. NYSTL funding
7. Assessments and other formative assessments tools purchased through NYSTL funds.
8. Administration, staff and families will communicate through Edline and Parent Communication meetings scheduled during after school sessions.
9. Administration, staff students and families will take an online survey via Edline to select individual student goals for all subjects.
10. Administration, teachers and students

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

1. Reviewing teacher team focus and impact upon instruction via assessments and the Danielson Framework during observations.
2. Reviewing teacher team progress and continuous assessments results surrounding a selection of students to determine impact upon students' progress.

3. Reviewing the items scanned within the Prosper system and sharing results.
4. Administration will review revisions based upon current units of study in addition to reviewing observation reports via the Advance system.
5. Administration, along with teachers, will review revisions to unit plans to ensure impact upon students needs and progress.
6. NYSTL funds will be used to purchase additional materials and resources to support classroom instruction all materials will be reviewed for effectiveness.
7. During teacher team meeting staff will share assessment results.
8. Administration and staff will review goals quarterly.
9. Administration will and staff will review goals quarterly.
10. Administration and staff will review results of assessments to ensure student progress.

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

1. August 2014- June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014-June 2015
5. September 2014-June 2015
6. September 2014-June 2015
7. October 2014-November 2014
8. September 2014-June 2015
9. November 2014-June 2015
10. September 2014-June 2015

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

1. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to taking the survey.
2. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to reviewing protocol for analyzing student work.
3. Teachers will be provided with Scantrons to use for assessments and school aid will be responsible for scanning assessments and printing reports for staff members to review.
4. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to identifying subgroups. .
5. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to revise units of study based upon assessments results. All results and modifications will be submitted to administration.
6. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period signing up for workshops during the month of October 2014 to June 2015.
7. Resources and student materials purchased through NYSTL funds.
8. During their contractual parent communication time, teachers will communicate to parents the individual needs of the students, in addition to utilizing Edline to communicate curriculum information to families.
9. 2 X per week teachers will meet during their contractual period and dedicate one 45-minute session to develop students' goals. All subject goals will be placed uploaded on to Edline and students will be instructed to choose the appropriate goal.
10. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to revise units of study based upon

assessments results. All results and modifications will be submitted to administration.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- hosting educational family events/activities during Parent –Teacher Conferences and throughout the year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association
- supporting or hosting Family Pot Luck evening
- establishing a Parent Resource /Area or lending library; instructional materials for parents
- hosting events to support parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between teacher and home
- school messenger home phone system
- maintaining our school's website on Edline, which includes important notices, assignments and school news

***Budget and Resource Alignment***

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

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

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

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

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

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

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

By June of 2015, 100% of teachers will demonstrate knowledge of students that will emerge through the systems and structures employed by the school, including student conferences, family communications and the individualized education planning process.

#### **Comprehensive Needs Assessment**

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

In addition to the Item Skill Analysis of the State Exams, schoolwide benchmark assessments, midterm and periodic exams are administered to all students. Teachers will engage in continuous conferences with students, families and colleagues regarding the needs and progress of individual students. As the data become available, our teachers will identify the lowest performing students and develop differentiated and targeted instruction to meet the specific needs of those students. These targeted instructional adaptations will be included when designing Individual Educational Plans (IEPs), and/or Response to Inventions (RTIs). In addition to conferences, teachers will engage in data analyses of trends as they emerge in the results of benchmarks, midterms, and other formal and informal assessments. Students will engage in self-reflection when selecting their specific goals from among a set of targets that are provided by their subject teachers.

#### **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. Administration will provide data for the teachers to review regarding academic achievement and need areas.
2. Teachers will design and provide a baseline exam to determine individual students' needs.
3. Teachers will conference with students regarding scores and academic strengths and challenges
4. Teachers will create goals and students will individually choose academic goals based upon subject area.
5. Teachers will inform families of the academic needs for their children.
6. Administration and teachers will meet weekly during an Academy Prep to discuss individual students and their academic as well as social emotional needs.
7. Students will be referred to guidance as well as SAPIS to determine students' needs and families will be contacted.
8. Administration, guidance, school psychologist, SAPIS and dean will meet monthly in SIT to review students referred by teaching staff.
9. All staff will be trained on SESIS in order to access information regarding students with disabilities.
10. Teachers will work as a team to developed and refine IEP goals and will then be communicated to staff and families.
11. In order to ensure all proper testing protocols has been followed on all assessments, the administration will create and distribute a calendar to all staff-scheduling students who need testing with modifications.
12. Students will be referred to after-school program if academic need has been identified.
13. Administration will work closely with after-school staff to develop programs based upon students' interests.
14. Teachers will utilize parent communication meeting to contact as well as meet with parents regarding individual student needs.

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

1. Administration and literacy coach will review data and create a comprehensive report detailing students progress, growth percentile and bottom third designation.
2. Teachers will review baseline assessment and make adjustments when necessary. Teachers will use the Scantron/Prosper system to detail class and individual needs.
3. Teachers, students, families and reports generated through administration, ARIS, Achieve 3000 and Baseline Assessments.
4. Administration, staff, students and families will create and choose individual content goals on Edline.
5. Staffs will conference with students and use Edline as well as parent communication meetings to inform parents of students' individual academic needs.
6. Administration, teachers, guidance, SAPIS, and dean will meet by academy once per week.
7. Administration, staff, guidance, SAPIS and dean will meet weekly during scheduled academy prep periods.
8. Administration, school psychologist, guidance, SAPIS and dean will meet monthly.

9. Administration will train staff using SESIS during a scheduled academy prep.
10. Administration, staff, students and families will develop and communicate goals within all IEP's.
11. Administration, staff and programmed schedule
12. Administration, staff, families and NIA staffing as well as programming.
13. Administration, staff, students, families and NIA
14. Administration, staff, students, families and scheduled meeting time will collaborate to provide programs that address students and families' needs.

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

1. Administration will review school data during weekly scheduled cabinet meeting time.
2. Staff will review baseline and adjustments if deemed necessary. Administration will review all baselines before being finalized during scheduled teacher team meetings.
3. Using the data provided by the administration as well as baseline assessments staff will review with students strengths and challenges prior to goal setting.
4. Using the Edline system students will be asked to choose individual goals in all subject areas. The goals will be included with the report cards.
5. Staff will track returned all goal sheet have viewed by the families.
- 6-8 Weekly communications will be scheduled during the scheduled academy preps and SIT meetings to ensure all students discussed have an intervention plan.
9. Assistant principal will train all staff during scheduled academy preps to ensure all staff will have access and an understanding of SESIS.
10. IEP schedules will be created by the assistant principal; the staff will be included within the development of the document.
11. Assistant principal will work with programmers to develop a weekly schedule to ensure all periods are properly covered to ensure all modifications are being facilitated on all assessments.
12. Administration and staff will review assessments, report cards and recommendations for students to attend the NDA program for academic support in reading and math. Parents will be informed of the opportunity and weekly daily attendance will be taken. Students' progress will be evaluated for programs effectiveness and student progress.
13. Administration will schedule meetings to review after-school programs, attendance, staffing and suggestions to ensure student interest and participation.
14. Administration will monitor and review weekly parent communication by teachers with parents via Edline updates, emails, phone logs and meetings scheduled.

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

1. August 2014
2. September 2014-October 2014
3. October 2014-June 2015
4. November 2014-May 2015
5. September 2014-June 2015
6. September 2014-June 2015
7. September 2014- June 2015
8. September 2014-June 2015
9. September 2014-October 2014
10. September 2014-June 2015
11. August 2014
12. August 2014-June 2015
13. August 2014-June 2015
14. September 2014-June 2015

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

1. The administration will review and organize data during a scheduled cabinet meeting. The data will be disseminated and reviewed during initial teacher conferences and teacher team meetings.
2. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to reviewing and modifying baseline assessments.
3. During teachers programmed classes they will discuss assessments results with students and communicate results with families during scheduled 45-minute parent communication time.
4. 2 X per week teachers will meet during their contractual professional learning periods and dedicate one 45-minute period to development of student goals and

students will be directed to choose the goal at home via Edline.

5. 1 X per week teachers will meet during their contractual parent communication periods and dedicate one 45-minute period to communicating and meeting with parents regarding individual student needs.
6. Programmed academy prep periods are scheduled in which teachers volunteer to meet during lunch to discuss students' academic and social emotional needs.
7. Monthly scheduled SIT meeting in administration, guidance, school psychologist, SAPIS and dean meet to review individual students and develop a plan for intervention. One person is designated as a case manger and will ensure intervention plan takes place and will be reviewed for effectiveness during the next scheduled meeting.
8. Monthly scheduled SIT meeting in administration, guidance, school psychologist, SAPIS and dean meet to review individual students and develop a plan for intervention. One person is designated as a case manger and will ensure intervention plan takes place and will be reviewed for effectiveness during the next scheduled meeting.
9. Programmed academy prep periods are scheduled in which teachers volunteer to meet during lunch to discuss students' academic and social emotional needs. During this time teachers will be trained on SESIS by the assistant principal.
10. The administration will schedule IEP meeting in which the parent, school psychologist, and cooperating teachers will meet to discuss the individual needs of the students and develop goals. Teachers will be covered using Galaxy funds allocated for professional development if necessary.
11. Administration as staff designated as programmers will create a schedule in which will allow every cycle day and all periods to be covered for testing with modifications to take place. Teachers will be covered by Galaxy under professional development allocations.
12. Programmed academy prep periods are scheduled in which teachers volunteer to meet during lunch to discuss students' academic and social emotional needs during which time teachers will refer students for academic intervention. Parents will be contacted during scheduled parent communication periods as well as scheduled NIA/NDA meeting with administration to enroll students.
13. Administration has scheduled meetings with NIA representative who is staffed in-house from 10:00am to 5:30 pm daily.
14. Programmed academy prep periods are scheduled in which teacher volunteers to meet during lunch to discuss students' academic and social emotional needs in which administration will review parent communication information.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

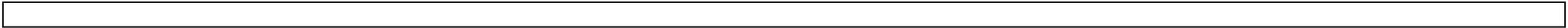
Our school will further encourage school-level parent involvement by:

- hosting educational family events/activities during Parent –Teacher Conferences and throughout the year
- encouraging meaningful parent participation on School Leadership Teams and the Parent Association
- supporting or hosting Family Pot Luck evening
- establishing a Parent Resource /Area or lending library; instructional materials for parents
- hosting events to support parents/guardians, grandparents and foster parents.
- encouraging more parents to become trained school volunteers
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between teacher and home
- school messenger home phone system
- maintaining our school's website on Edline, which includes important notices, assignments and school news;

***Budget and Resource Alignment***

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

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



## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>3. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>5. Timeline for implementation and completion including start and end dates</b>
1.
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

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

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

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

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

**Title I Status**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: <u>Christa McAuliffe IS 187</u>	DBN: <u>20K187</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>14</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will have an after-school program for our current beginning, intermediate and advanced students for two hours on 3 days (Tuesday, Wednesday and Thursday) focusing on science and social studies. On Tuesday, the students will focus on public speaking and listening skills. On Wednesday, the students will focus on reading non-fiction and writing persuasive essays. On Thursday, academic vocabulary (non-fiction) will be the focus and students will use the on-line resource of Get a Clue as well as other already-purchased materials to enhance their listening, speaking, reading and writing vocabulary. The teacher will be meeting with the general education and special education teachers to determine the focused language vocabulary for the upcoming weeks so that it can be supplemented in the after-school program. Students will have a deeper understanding of the vocabulary and be able to participate fully in the classroom lessons throughout their school day.

Based on data for the NYSESLAT, and AMAO:

We currently have the following student score break down for the NYSELAT 2014:

1 grade 6 beginner

5 grade 6 advanced

7 grade 7 intermediate and advanced

1 grade 8 advanced students.

Our AMAO tells us that we are not making AMAO 1, creating the focus for our program

These students will participate in this focused program that will focus on the four components of language development: listening, speaking, reading and writing. The intent of the program is to provide the students with the necessary skills to use the English language to their fullest ability. Our desired outcome is to provide the students with the instruction that will enhance their learning and develop their ability to communicate more fully in the English language.

The Program will run from mid January through June. It will begin at 3:15 and end at 5:15 on Tuesday, Wednesday and Thursday. There will be a total of 76 sessions.

The materials to purchased with Title III funds be used exclusively for the Title III LEP Supplemental program for the duration of the program are the following:

Vocabulary Link for Grades 6 -7 and 8 - Students are asked to read a story and determine the correct use of each word that is recognized in that study unit.

Vocabulary Journals for all students - Students will use the vocabulary words from Vocabulary links to define the words, identify the part of speech, syllables, write a sentence and a draw a picture representation.

### Part B: Direct Instruction Supplemental Program Information

Finish Line for ELLs : focusing on the developmental process for reading and writing through hands-on activities along with teacher editions and audio tapes

Story Book Collections: a series of non-fiction science and social studies based texts

We will also purchase paper, notebooks and supplies for the students to record their writing samples during this after-school session.

### Part C: Professional Development

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

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

Begin description here: During the current school year, we will send our content area specialists to training to assist in the use of ESL methodology in the content areas. Our plan is to send 1 teacher from each of the two teams of four core content areas (Mathematics, Science, Social Studies, ELA and SE) to one day of professional development that will focus on CCLS and increase their strategies to serve ELLs in their classes. We have been reviewing the offerings of the Department of ELLs and Student Support and notice a Mathematics and ELL session being offered on February 6<sup>th</sup>. We will send our ESL teacher to professional development sessions that she can use to provide turnkey training for the rest of the staff in our school. We will also take advantage of the professional development that will be given through our network and NYCDOE on the integration of the CCLS for ELLs instruction.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be invited to participate in two parent workshops in the spring on ways to help your student achieve in school. These events will be about ways to assist their child to achieve to their fullest potential. Our community assistant will be available to speak to the parents in Chinese. Our ESL teacher also speaks Spanish and she will assist our Spanish speaking parents. Mrs. Lopez-Flores our ESL teacher will conduct these workshops. Ms. Jasmine Chung will attend to assist our Chinese speaking parents. An email system has been established to notify parents of events each month and to ask for their participation in these special events. When necessary we tap into the translation and interpretation unit of the NYCDOE. All email and parent notifications will be translated into the the parent preferred language of communication. Parents will have an opportunity to visit our Title III after school program to see what is being taught and ask questions in order to help their child

**Part D: Parental Engagement Activities**

attain academic achievement.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$ 7829.52 direct instruction</u>  <u>\$ 1,120.00 per diem</u>	<u>1 X 76 X 2 X 51.51</u>  <u>covering content area teachers attending CCLS for ELLs workshops and other ongoing PD series to support integration of best practices for ELLs in the content core subjects</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$ 2,240</u>	<u>Marble notebooks</u> <u>Folders</u> <u>Continental Press:</u> <u>Finish Line for ELLs Grade 6</u> <u>1 Teacher's Ed.</u> <u>Audio Tape</u> <u>Finish Line for ELLs Grade 7</u> <u>1 teacher's Ed</u> <u>Audio Tape</u> <u>Finish Line for ELLs Grade 8</u> <u>1teacher's Ed.</u> <u>Audio Tape</u> <u>Story Book Collections:</u> <u>Wild Animal Collection</u> <u>Weather and Seasons Collection</u> <u>Marine Animals, Amphibians and Reptiles</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	<b><u>\$ 11,190.00</u></b>	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

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

Number of ELLs who have an alternate placement paraprofessional: 9

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	<b>0</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	2	1	5	0	0	0	1	0	9
6					1				1
7							1		1
8									0
NYSAA Bilingual (SWD)	1		1		1		17		18

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school utilizes two computer assisted instructional programs with all students to develop their listening, reading and writing skills in ELA. These programs are called Achieve 3000 - TeenBiz and Get- A- Clue. Achieve 3000 (TeenBiz) is a program in which students are assessed to determine their current reading comprehension level for non-fiction text. The students take a level set to determine

their placement in this highly prescribed program. The students work weekly on at least 2 articles in school that are assigned by their teachers. At the end of each reading, the students take an assessment and complete a written extension activity.

The Get-a-Clue program is a vocabulary based program in which students are assigned to a level to learn 10 new words each week. This program enhances the student's learning of the necessary vocabulary to understand complex text in their daily school activities. The data for our sixth graders is limited in that this their first year using this program. The data shows that while they are in the sixth grade students with disabilities they are functioning significantly below their peers within our school population.

We find that our ELL students enjoy working with these programs and have shown progress in their reading and writing skills based on these programs. Students move up on the lexile levels as the program see individual progress and moves them accordingly.

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

As of 11/14/13, the RNMR report is still not available in ATS. We have not administered any LAB-R exams this school year.

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

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](#))

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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](#).)

Does not apply to our school.

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

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

We do not have this program in our school.

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

General Education

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

We use the data generated through the Benchmark and Subject specific assessments to help develop group work, and to provide supplemental assignments online. This enables our teachers to deliver differentiated activities that will help our students to progress in both Language Arts and Mathematics. Teachers can also provide students with specific challenging activities that focus on various

concepts and skills required, as reflected in this year's assessments given throughout the school year. Students work on-line at home and in school on these activities to meet their individual student needs.

#### Special Education

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

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

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

## Part IV: ELL Identification Process

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

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](#).)

#### ELL Identification Process

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

#### Initial Identification

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
If it is determined that they are eligible for ESL services, the parents are invited to attend a parent meeting in which they view a DVD about the NYCDOE programs for ELL students. This parent meeting is scheduled with the parent to insure that they will be able to attend this most important meeting. Since the placement of the child is of critical importance, the meeting is scheduled for within two school days or registration in our school. Translators would be available to discuss the programs available and to answer parent questions.  
We currently have an ESL Freestanding program that is a pull-out program or push-in program depending upon the numbers of students in each level of exam functioning.  
We state to the parents that if a bilingual or an dual language program were to be started in our program that we would contact them to make them aware that this program is now in place.  
Parents do not opt to leave our school for another program in another school since our program is a screened program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154

[see tool kit].)

Students who have not received a Proficient Level on the NYSESLAT exam are given letters of continued entitlement by the ESL teacher, Lucy Lopez-Flores. These letters are sent to the parents via their child. The letters that are collected are kept on file in Room 3062. The records for these letters are kept on file in room 3062.

Parents are given a letter of entitlement of services if they do not receive a score on the LAB-R exam that shows proficiency. The parents are asked to complete a parent survey regarding their preference for their child's placement.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The ESL teacher maintains placement letters for students who enter our school. Letters for students who are entitled to ESL services are given to the parent during the meeting in which the three programs are explained to them. Placement would then be made for the student within our school, based on the parent's survey and the available programs. The ELPC screen in ATS is updated as needed throughout the year within the 20 days.  
If the parent wishes their child to attend a program not available in our school, the ELL compliance officer (Mrs. Macdonna Almont) would be notified to check the availability of programs in other local schools. It would be at the OSE level in which this movement would occur. This situation has not occurred.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Upon review of the list of students eligible to take the annual assessment through the RLAT and the eligibility report, a schedule is developed to administer all components of the assessment to all eligible students. Each band of grades is tested as a group for students required to take this assessment. The speaking portion of the exam is given at the beginning of the window of testing to insure that all students take this exam during the testing window. The listening portion of the assessment is then administered according to the grade level bands. The reading portion of the test is then administered according to the grade level bands. Finally students take the writing component of the assessment. Students' IEP test modifications are also used to group students so that they receive the mandates that they are mandated to have for all assessments.  
If a student is absent during the testing window, the parents are contacted to ensure that they return to school as quickly as possible to take this test component that was missed.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Parents usually determine that they would prefer to remain in our school in a free-standing ESL program that includes a blended model of in-class support and a pull out program. The ESL teacher meets with the teachers of the ESL entitled students weekly to make sure that the necessary supports are in place to make certain that the children are making progress.

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

The other group is taught in a push in teaching model. This class is co-taught with a ESL teacher along with a special education teacher. These students also participate in a special education program of 12:1:1.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

We do not have a bilinugal program so therefore native language arts is not taught in our school.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All students are participating in Common Core Instructional programs within our school. All subject area teachers are using ESL methodology during their classroom instructional time with their classes.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
These students are assessed through teacher made assessments and through ELL periodic assessments that are administered during the school year.

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

WE do not have SIFE students this year.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

In the special education classroom, we recognize:

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

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

All students have access to all after school programs regardless of their status as an ELL or former ELL. Many of the students who

are identified for these programs are identified due to their need for additional support in the area of written communication. We have attempted to address the needs of these students by providing Academic Intervention Services (AIS)

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

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

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

### Courses Taught in Languages Other than English

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

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

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

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

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

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

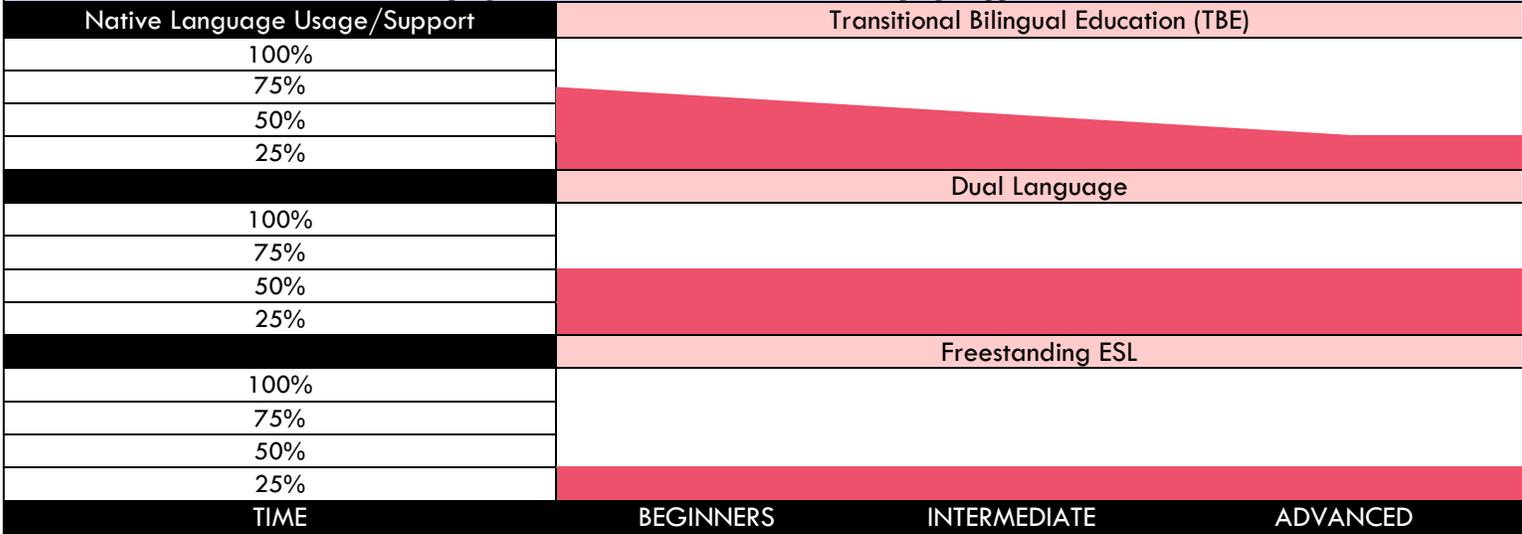
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

N/A

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

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

After School Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

**We do not have this program in our school.**

## C. Professional Development and Support for School Staff

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

### PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

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

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

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

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

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

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

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

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

#### **D. Parental Involvement**

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

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

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

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

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

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

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

## E. Additional Information

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

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

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

The ethnic census for our school indicates the following data:

White	21.44
Asian/Pacific Islander	73.09
Hispanic	4.12
Black	0.61

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

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

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

## Part VI: LAP Assurances

School Name: IS 187

School DBN: 20K187

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

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

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

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

DBN: 20K187 School Name: Christa McAuliffe IS 187

Cluster: 6 Network: 602

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

Ms. Ku is available from 7:30 to 3:30 daily in the main office to assist parents. She can be reached in person, via the telephone or email as well. She is also available to meet with parents to facilitate conferences between administration, teachers and parents. She attends all parent meetings and provides translation for our Chinese speaking parents.

We also have four language paraprofessionals who act as translators for parents who speak Russian, Chinese and Spanish. These paraprofessionals assist with Spanish speaking parents. They are in school whenever the children are in school.

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

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