



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001): **23K634** |

School Name: **CHAPPIE JAMES MIDDLE SCHOOL OF SCIENCE** |

Principal: **DREW GOODMAN** |

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: CHAPPIE JAMES MIDDLE SCHOOL OF SCIENCE School Number (DBN): 23K634

School Level: Middle School Grades Served: 8

School Address: 76 Riverdale Ave, Brooklyn, NY 11212

Phone Number: 718-498-5276 Fax: N/A

School Contact Person: Drew Goodman Email Address: Dgoodman2@schools.nyc.gov

Principal: Drew Goodman

UFT Chapter Leader: Michelly Garcia

Parents' Association President: Anneliesje Brown

SLT Chairperson: Drew Goodman

Student Representative(s): N/A

District Information

District: 23 Superintendent: Mauriciere de Govia

Superintendent's Office Address: 1665 St. Marks Ave,
Brooklyn, New York 11233

Superintendent's Email Address: mdegovi@schools.nyc.gov

Phone Number: 718-240-3677 Fax: N/A

Cluster and Network Information

Cluster Number: Cluster Leader:

Network Number: 113 Network Leader: Alison Sheehan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
[Drew Goodman]	*Principal or Designee	
[Michelly Garcia]	*UFT Chapter Leader or Designee	
[Anneliesje Brown]	*PA/PTA President or Designated Co-President	
[Michael Caldron]	DC 37 Representative, if applicable	
[N/A]	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
[Amanda Zucker]	CBO Representative, if applicable	
[Hattie Jones]	[Member/ Parent]	
[Khirool Jackson]	[Member/ Parent]	
[Ray King]	[Member/ Parent]	
[Robert Hedrington]	[Member/ Parent]	
[Ingrid Lamont]	[Member/]	
[]	[Member/]	
[]	[Member/]	
[]	[Member/]	
[]	[Member/]	
[]	[Member/]	
[]	[Member/]	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	X	X	X	X
Mathematics	X	X	X	X
Science	X		X	X
Social Studies	X		X	X
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	X		X	X

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

In June of 2014, staff and administration met to identify three areas of need that we would focus on to move our school forward. These needs were based upon state assessment data, observations, and in-house assessments. The 3 areas identified were: Social and Emotional support for students and families, targeted ELA and Math instruction, and support for teachers around planning, instruction and assessment. We selected the following 5 goals:

1. By June 2015, all male students will participate in a mentoring program to promote positive behavior as evidenced by a 5% decrease in OORS reports.(supportive environment)
2. Beginning September 2014, all parents will receive a monthly family newsletter informing them of instructional topics for the month, how those topics are related to the standards, and supports to use at home. Parents also receive notification of school and district wide events resulting in a 5% increase in parent participation.(strong family-community ties)
3. By June 2015, 100% of students will receive weekly individual and/or small group art therapy/counselling focused on student need.
4. By June 2015 100% of students will participate in intensive small group instruction focused on math and ELA through 4x a week lunch and learns, after-school tutoring, and individualized instruction through Achieve 300. (rigorous instruction).
5. By June 2015 100% of all teachers will receive weekly PD focused on Common Core aligned unit planning and implementation (collaborative teachers)

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Once a month, 100% of teachers meet to determine which students need to participate in our lunch and learn and after-school tutoring, based on assessment data. Approximately 80% of students participate in each cycle. 100% of students will utilize the Achieve 3000 program during the school day.

100% of students participate in the Counseling In Schools program throughout the school day. These include ELT during lunch periods. Workshops for families occur after school. All students participate in a CIS designed advisory program.

Our after-school Read and Run program combines a track program with reading instruction. This program is open to all students. 20% of our students currently attend.

Team Wright is offered to all of our students twice a week after-school. Our work with Team Wright focuses on critical thinking skills, bullying, decision making and college and career readiness. Approximately 50% of our students will participate in this program.

All teachers will participate in Professional Development with a staff developer from Generation Ready and the Principal. This work occurs during the school day as well as before and after school.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Our ELT program is geared toward capturing student interest as well as skill development. In our Read and Run program, led by our Humanities teacher who is also a track coach) students participate in competitive track training. Students receive training in strengthening and conditioning and participate in track meets around the city. After the one hour of training, students then settle down for reading instruction based upon need identified in the classroom. Many of the students in this program are our high flyers and participate in a book club.

Our Lunch and Learn program is taught by three different teachers: math, humanities, and IEP teacher. Students rotate through the different teachers and receive individualized instruction. This program addresses each child's individual learning needs.

Team Wright is an after-school program that worked with our school in years past that has been a favorite of our students. It incorporates social and emotional supports with basketball and dance.

All of the students have been meeting with Amanda Zucker, a Board Certified and Licensed Creative Arts Therapist, from Counseling in Schools. The Art Therapist (AT) started at the school October 17, 2014, and works with students three days a week for the duration of the school year. The AT has been meeting with all of the students in small groups and individually to get to know them, and build the therapeutic relationship. The AT has been able to engage with parents at the SLT meetings, open school day, and some IEP review meetings as a way to inform them about the work, and address any direct concerns they have about their child's social emotional wellness.

While the AT works with all of the students, she targets specific students that have been identified by the principal, teachers, and school staff as needed extra support. The student's work with the AT has been focused around their goals for this year, and beyond, identity, and expression. Students are creating their own journals that they will be working on over the course of the year. While engaging with the AT students have self-identified their desire to address healthy ways to manage stress, express anger, and communicate with their peers, family, and adults. The AT encourages students to engage in the art-making process as a means to express feelings in a safe and non-threatening way. During sessions student can communicate through personal symbols to depict difficult feelings, and allow for understanding. The relationship between the AT and the student is essential to the success of the process. Utilizing art-making within the session allows for the students and AT connecting in the

moment. The process is an effective way to allow the students to feel understood, develop self-esteem and alternative coping skills.

Part 2c. Is the ELT program voluntary or compulsory?	<input checked="" type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Team Wright and Read and Run are voluntary programs. The principal met with all students this year to talk about the program, and information about Team Wright was transmitted to parents via the school’s newsletter, backpacked brochures, and follow-up phone calls to families.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

All programs are overseen by the School Principal.

The school’s math, IEP and ELA teachers oversee the Lunch and Learn program and provide instruction to students based upon their teachers’ directives. Our Humanities teacher leads the Read and Run program.

Team Wright provides on-site representatives to implement their after-school program.

Generation Ready staff developer works with teachers during the regular school day.

All of the students have been meeting with Amanda Zucker, a Board Certified and Licensed Creative Arts Therapist, from Counseling in Schools.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Per-session is used to pay teachers during Lunch and Learn. SIG money is used for Read and Run and Counseling in Schools. Team Wright is paid for through Fair Student Funding. Achieve 3000 is being paid through SIG.

Part 3c. Timeline for implementation and completion, including start and end dates.

Lunch and Learn – October 2014 – May 2015.
 Read and Run – Sept. 2014 – June 2015
 Team Wright – Jan. 2015-June 2015
 Counseling in Schools – Oct. 2014 – June 2015
 Generation Ready – October 2014 – June 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

<input type="checkbox"/>	21st Century	<input checked="" type="checkbox"/>	Tax Levy	<input checked="" type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	P/F Set-aside	<input type="checkbox"/>	C4E
<input type="checkbox"/>	Title I 1003(a)	<input type="checkbox"/>	Title III	<input type="checkbox"/>	PTA Funded	<input checked="" type="checkbox"/>	Grants	<input type="checkbox"/>	School Success Grant	<input type="checkbox"/>	In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

SIG funding is being used for Counseling in Schools, Generation Ready, Achieve 3000, and Read and Run.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Every month, teachers meet during the Monday Professional Learning time to look at monthly teacher created assessments and student work to measure progress, based on the standards that were taught that month. Using this data, students are scheduled to receive Lunch and Learn support.

Additional supports for students through Counseling in Schools are determined by the PPT, OORs occurrences, attendance reports and teacher observations. The PPT meets every month. Progress is measured by improved attendance and a lack of repeated occurrences.

Part 5b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/>
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Our ELT programs are on-going and allow for students to rotate in and out of the offerings. Full realization of goals will not be able to be measured until the end of the school year.

We have also had some difficulty implementing all of our goals (Project Wright and Achieve 3000) because of funding misalignments from our SIG grant. In addition, because we have such a small staff (4 teachers) it was initially difficult staffing all of the programs we wanted to implement.

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<input checked="" type="checkbox"/>	Schoolwide Program (SWP)	<input type="checkbox"/>	Targeted Assistance (TA) Schools	<input type="checkbox"/>	Non-Title I

Part 2: All Title I Schools

2a. 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.

23K634 is a phase out school, now in its final year. The teachers on staff were retained from last year's staff. However, we believe in continual learning for our staff, and are providing professional development through Generation Ready and principal led PD.

2b. 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).

- Item skills analysis of state exams to identify areas of weakness.
- Weekly individualized professional learning focused on planning and assessment.
- Weekly principal professional learning focused on analyzing student assessments and student daily work and aligning next steps with the Common Core standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

In June of 2014, staff and administration met to identify three areas of need that we would focus on to move our school forward. These needs were based upon state assessment data, observations, and in-house assessments. The 3 areas identified were: Social and Emotional support for students and families, targeted ELA and Math instruction, and support for teachers around planning, instruction and assessment.

Teachers select students for the Lunch and Learn programs. They collaborate to select the dates for giving assessments. Teachers collaborate on the writing of Progress Reports. Teachers are also involved in school scheduling and the planning of extra curricular activities for students: trips, enrichment, school events.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 80,471	X	8, 9, 10, 11
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$ 20, 371	X	8, 9, 10, 11
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$ 439, 304	x	8, 9, 10, 11

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

District 23	Borough Brooklyn	School Number 634
School Name Chappie James Middle School		

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

Principal Drew Goodman	Assistant Principal Monereau-St.Lou Carolyne
Coach type here	Coach type here
ESL Teacher Tarek Elasby	Guidance Counselor Barbara Lino
Teacher/Subject Area S.Heffer/Math	Parent type here
Teacher/Subject Area S.Isidore/Humanities	Parent Coordinator /Andrew Wright
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	88	Total number of ELLs	5	ELLs as share of total student population (%)	5.68%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	4
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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

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

TBE										0
Dual Language										0

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	1			2			2			5
Total	1	0	0	2	0	0	2	0	0	5

Number of ELLs who have an alternate placement paraprofessional:

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								3	2					5
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	3	2	0	0	0	0	5

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Arabic															1				1	0
Spanish															2				2	0
Spanish																	2		2	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	2	0	5	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:	Other: ___
Native American: ___	White (Non-Hispanic/Latino): ___

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								2	2					4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	3	0	0	0	0	5						

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)									1					1
Intermediate(I)								1						1
Advanced (A)								1	2					3
Total	0	2	3	0	0	0	0	5						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- 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.

K.634 utilizes Fountas and Pinnell to assess all of our students. The school utilizes these pieces of information to categorize students in the classroom and to drive instruction on across the board. K634 utilizes Periodic Assessments (City); Classroom teacher made

assessments. 2013-2014 SY: MOSL (Measure of Student Learning Citywide Assessments); Classroom teacher made assessments In this way, we can assess students' early literacy skills including listening, speaking, reading and writing. The data derived from the above assessment help the school design its own comprehensive instructional plan.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our ELLs range across all proficiency levels based on their NYSESLAT or LAB-R scores. Most ELLs score higher on the listening and speaking sections as compared to the reading and writing sections of the NYSESLAT. Instructional design will be adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities – listening, speaking, reading, and writing. Therefore, instructional design will be adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities – listening, speaking, reading, and writing. However, more attention will go towards reading and writing to address the dire needs of ELLs. The LAB-R data reveals that only a small percentage of our students were able to test out of this assessment, leaving a reasonable percentage of our students entitled to ELLs' services. The LAB-R reveals a pattern of scores that are evenly distributed across all proficiency levels. It also shows that the majority of our students home language is Spanish. Staff members involved in analyzing student results and patterns across proficiency levels for both the NYSESLAT and LAB-R modalities include the certified ESL teacher and the LAP team.
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 scores will be analyzed to determine if there are patterns that indicate weaknesses where support will be needed. The ESL teacher will identify the students in the four modalities and employ strategies to address the areas in need of improvement. The ESL teacher after analyzing the results will review the curriculum and differentiate the instruction to support the students using ESL methodologies. The ESL teacher will support the students with reading, writing, speaking and listening through his lessons. The content area teachers will facilitate the materials by using the ESL strategies and techniques across the curricula. In addition, by analyzing the patterns across the NYSESLAT modalities, the administration is able to target the areas in which the students show weaknesses. In our common planning and administrative meetings, we study the data and set up inquiry teams. Each grade will discuss the trend and come up with a plan that will scaffold these students. We will target students in their areas of weakness and will place them in different Tiered groups in order to give them the interventional services they need. Teachers are required to maintain documentation of lessons and interventional methods they use with their students in their binders.

Based upon the patterns across the NYSESLAT modalities teachers will concentrate more on preparing students for the reading/writing sections than the listening/speaking sections. Instruction will be provided in NYSESLAT-like tasks that concentrate on reading and writing strategies including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and correcting their mistakes. The ESL teacher and the supporting content area teachers will adapt and differentiate instruction to address the students' needs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

ELL's who took the NYSELAT last year, scored higher on listening and speaking than they did on reading and writing.

Throughout the year, we will continue to review the data concerning our ELLs based on the Periodic Assessment. Using this information,

our ESL teacher and the supporting content area teachers will adjust instruction and differentiation to support the students in their areas of weakness. Currently, we are focusing most diligently on improving the scores on the reading and writing portion of the NYSESLAT while continuing to work consistently to maintain our students' strong performances in the speaking and listening components of the exam.

The ELL periodic assessment will enable us to strategically deliver differentiated instruction to students and group them accordingly. It will further allow us to set both teacher and student goals which will be monitored and adjusted on a regular basis. Based on the results of the 2012 NYSESLAT, last year's periodic assessment was a good predictor of student performance. Therefore this school year, teachers will be looking at the periodic assessment to align instruction so that students can show higher levels of proficiency on the NYSESLAT. At the leadership level, the administration has already purchased Getting Ready For The NYSELAT And Beyond to provide another vehicle of support for instructors and students. The ESL teacher and the assistant principal will look at the data to examine strengths and weaknesses. Since instruction is offered in English only at K634, there are no data to explain how ELLs are faring in tests taken in

English as compared to their native languages. Periodic assessments provide data to administrators and teachers with specificity regarding the skills in which students show strengths and weaknesses. Like all of our instructors, ELL teachers analyze the data from the periodic assessments and adjust their lessons to meet the needs of the students. Programs for ELL's are evaluated based on the results of the NYSESLAT and State tests scores. In addition, the ESL teacher who is a native speaker of Arabic provides ELL's with instruction in their native languages by using Google Translate, glossaries and dual-language dictionaries.

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](#).)

Response to Intervention three-tier framework will be applied to avoid labeling students and transferring them to special education. Throughout the year, we will continue to review the data concerning our ELLs based on the Periodic Assessment. Using this information, our ESL teacher and the supporting content area teachers will adjust instruction and differentiation to support the students in their areas of weakness. Currently, we are focusing most diligently on improving the scores on the reading and writing portion of the NYSESLAT while continuing to work consistently to maintain our students' strong performances in the speaking and listening components of the exam. There are a high number of ELLs who have Level I and II scores on content area assessments.

There is a dire need to improve ELL student performance to Level II and III. Our school will utilize the assessment data for all Ell's to decide on what tier level on RTI intervention the student needs. Based upon the data derived across the NYSESLAT modalities teachers will concentrate more on preparing students for the reading/writing sections than the listening/speaking sections. Instruction will be provided in NYSELAT-like tasks that concentrate on reading and writing strategies including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and correcting their mistakes. The ESL teacher and the supporting content area teachers will adapt and differentiate instruction to address the students' needs. Teachers will provide students with differentiated instrucionts based on their levels. In addition, all the assignments will be designed in three tiers to address all students' levels: beginner, intermediate and advanced. Extra higher order thinking activities will be availble who are at a proficient level or even higher. Our school will utilize the assessment data for all Ell's to decide on what tier level on RTI the student needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The linguistic diversity of ELLs has an important impact on the instrucion plan school wide. Therefore, based on the data gathered from assessments, the school instrucional team always make adjustments to the instruction plan to address all the needs of Second Language Learners. The diverse plans the school has addresses the range of levels of ELLs literacy skills and cognitive growth in second language.
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?

The school does not have a dual language program.

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

K634 uses a variety of tools to assess the literacy of ELLs. K634 uses the following assessments:

NYC DOE Periodic Assessments

MOSL (Measure of Student Learning Citywide

Assessments) Teacher-made assessments

Fountas and Pinnell Benchmark Assessment

Based on the previous assessments, ELL students' academic progress is monitored through classroom assessments containing grade level material. Classroom assessments are analyzed to identify specific areas of needs within groups and individual students. The school uses NYC DOE assessment tools and performance tasks in addition to Acuity results to supplement instructional plans with school data to determine areas of need and planning instruction that addresses these areas. Teachers work in Professional Learning Teams (PLT's) to analyze results and make instructional plans, which are level, age and grade appropriate.

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](#).) K634 requires that all parents/guardians registering their children for the first time at in a New York City Public School fill out a Home Language Identification Survey (HLIS), which includes the formal interview. A review of the HLIS will indicate what language is used in the child's home. If the HLIS indicates that the child uses a language other than English to communicate in the home, the school makes the determination that the child may be eligible for ELL services. Eligible students are administered the Language Assessment Battery-Revised (LAB-R) by the school's related service providers. They are the pedagogues responsible for administering the HLIS and LAB-R. They both speak English and Spanish. The results of the LAB-R will indicate the child's level of English Proficiency and will determine the child's entitlement to English language development support services. If the student does not pass the LAB-R, and he or she uses Spanish at home, he or she will be administered the Spanish LAB-R to determine language dominance. If the parents are available to stay for the parent orientation, they will view a video that explains the research on the types of programs they could request their child to be placed in. If not, we set up a time before the 10 days following registration, in which the child is in school, in order to do the parent orientation. We will either make phone calls or send a letter to parents, stating the date and time of the meeting. This is done in order to ensure that parents/guardians of ELL students fully understand the program options available for their children. Materials are distributed during these meetings detailing the program options that the school offers (Freestanding ESL services). Translation services are provided in different languages based upon the needs of parents. At the meeting, parents/guardians receive the Parent Survey and Program Selection Form, on which they will indicate the program that they are selecting for their child. All students who are designated as ELLs will take the New York State English Language Achievement Test (NYSESLAT) each year until they attain proficiency in English. We have three different ATS Reports that we use to closely monitor the ELL students that are eligible to take the NYSESLAT in Spring. Students scoring below proficiency have to be administered the NYSESLAT, until they score at or above proficiency. Throughout the year, the ELL providers and testing coordinators review the ATS in order to give the ELLs the services they are entitled to. We review the ATS NYSESLAT combined modality report (RNMR), which groups the modalities and gives us their proficiency levels; the ATS LAB-R, NYSESLAT Exam History Report (RLAT), gives us the actual scores on all four modalities and proficiency levels. On the Revised LAB/NYSESLAT Eligibility Roster (RLER) and NYSESLAT (LAT), data show us the number of years that the ELLs have been serviced and their home languages. The school's testing coordinator is responsible for ensuring that all students designated as ELLs who have not reached proficiency as measured by the NYSESLAT, are tested annually. In order to ensure an optimal environment for testing, the students have testing accommodations, which include a separate location within the school. A sign is placed on the door stating, "Do Not Disturb", "Testing". ELLs are integrated within a grade-appropriate classroom. The students have different days that they are tested in reading, writing, listening and speaking. The only test that is administered one- to-one is the speaking portion, and this is done by the fully certified ESL teacher. The other components are administered in a whole class setting. NYSESLAT data on ELL students are monitored continuously throughout the year to ensure that all students who are mandated to be tested are tested. Letters to parents are sent annually to inform parent who have previously chosen a TBE/DL program when the program becomes available.

Towards the end of the school year students are given the New York State English as a Second Language Achievement Test during the state designated testing window. The proficiency level that students acquire

based on the exam is used for placement and differentiation of instruction for the following school year. The speaking subtest is administered individually by the ESL teachers. The scores are recorded on the appropriate scoresheet and then transferred to the answer documents upon arrival.

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.
In order to ensure that the parents understand all three program choices, parents receive a formal interview and a parent orientation with an ESL teacher who will then proceed to thoroughly explain the program choices. They will receive information in their native language through an interpreter. Then, they will view the video that will further explain the types of programs that the school is offering. For further clarification, the ESL teacher will explain that In New York City, the DOE provides bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they build their social and academic English skills. The DOE also provides English as a Second Language (ESL) programs that use strategies for English language development with native language support so that students develop language and content knowledge in English. This fosters growth and progress academically, as they are adapting to another culture and another language. They are placed in differentiated groups, using various ELL strategies that will promote strengthening their second language acquisition. The goal of an ESL model program is to provide flexible grouping, with proficiency levels that are grade appropriate and targeting the skills needed to help them develop proficiency in the four

modalities. Parental outreach is provided several times a year. We follow-up with phone calls, have afterschool sessions and also send letters to parents during parent-teacher conferences in order to remind them to visit the ESL teachers, that will inform them of their child's progress.

Parent Outreach is accomplished through meetings, conferences, and contact made by our parent coordinator. During our parent meetings we assist the parents in developing a parent buddy system by exchanging telephone numbers and emails so they may contact one another about school events / issues. Entitlement letters are distributed to all students in an envelope addressed the parent in both English and their home language. These letters are signed and returned and placed in the Official Data Binder that is kept in the ESL classroom. Parent Surveys are completed at our Orientation meetings where parents watched the DOE video and selected the program of their choice and we answered any questions they had. Copies of these Parent Surveys are copied and placed in each student's folder and another in the Official Data Binder. Placement letters are distributed to each student in English and their home language. The letters are signed and returned to the ESL teacher and placed in the Official Data Binder. We always let parents know whenever the required program is available at our school.

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](#)].)

As soon as a student is placed in ESL services based on their hand scored LAB-R scores (which are stored in the administration compliance binder), the parent is notified about the evaluation results and the various ELL service models available in the New York

City Department of Education. The information is presented in a viewing of the EPIC video as well as in translated brochures which

explain New York City's three service models. After an orientation, parents are given a survey that asks them to rank their preferred service model. The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder. Parents are aware of the fact that, at this time, K634 only provides pull-out ESL services and based on survey results, parents are satisfied with ESL services. In addition, ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, ESL is chosen by default Although the parents were presented with all the ELL s service options available to their child, and the option to transfer schools, all parents decided that they would be comfortable with their child attending K634 in the school's ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

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.

During our intake process, after watching the DOE Orientation DVD for parents of Newly Enrolled English Language Learners in their native languages, parents receive entitlement letters, Parent Survey and Program Selection forms. The signed documentation is returned during the registration process. All entitlement letter records are kept in students' files, as well as digitally archived.

During our intake testing days, all ELL students are tested in both reading and writing, orally interviewed by licensed ESL teachers and DOE employees in both English and their native languages. Parents are included in the interviews. At this time, parents and students are assisted by native language school employees should they have any questions about the programs. After their questions are answered they fill out the Parent Surveying English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE or DLP we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement. According to the results of the hand scored LAB-R based on the raw scores and corresponding levels indicated in the LAB R test administration memo, ELL students are placed, Scores are later checked on ATS (RLAB) once tests have been submitted and any exam errors are corrected. The placement letter found on the DOE website and the EPIC Guide is mailed to the parent in the parent's home language. Placement letters are distributed to parents after the initial placement; signed letters are kept in students' files, as well as digitally archived. Continued entitlement letters are sent annually to parents. Entitlement Letters and Continued Entitlement Letters, in the parent's home language are mailed to the home. Parent Survey and Program Selection Forms are completed on the day the parent registers the child or within 10 days of admission at the parent meeting. Entitlement letters are distributed within 10 days of the student's admission. The school secretary send the Entitlement Letters and a member of the LAP Team logs in to ATS and completes the ELPC screen within 20 days indicating the date of administration of the LAB-R and parent choice. At the parent meeting, parents are given parent choice brochures explaining the choices in their native language. Parent choice videos are shown in the parents' native

language. After hearing the explanation provided by our staff in Spanish, Arabic and Haitian Creole , reading the brochure and viewing the video, parents are given the parent choice selection form. Inventory is taken on a continuing basis to determine whether the numbers of parents requesting the TBE or Dual Language is sufficient for the school to begin a program. If such a program becomes available, the school will notify parents via, letter and phone messenger in the home language. Outreach is done via phone and mail for parents who do not attend the parent meeting. Entitlement letters and parent choice form are stored in the student's individual folder.

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.

At the time of registration all students entering our school or a NYC public school for the first time are given a Home Language Screening Questionnaire. One of certified teachers administer the questionnaire. If the student's home language is other than English or if his/her native language is other than English, then the student is given an informal interview in his/her Native Language and in English. If the student speaks a language other than English and speaks little or no English, then a LAB-R (Language Assessment Battery-Revised) is administered. The Spanish LAB is administered to all entitled students with a home language code of SP within 10 days of initial enrollment. The scores of both the LAB-R in English and in Spanish are hand-scored (hand-scored are kept on file at this school) and submitted as per the ELL administrative calendar. If the student LAB-R score is at a level of beginner, intermediate or advanced, he or she is considered an LEP (Limited English Proficient). Only students who score Proficient are not LEP. Once a student has been identified as a LEP as per the guidelines/assessments, then the student is placed in the appropriate class/program and as indicated in the parents' choice/parent selection form (English as a Second Language – ESL, Transitional Bilingual Education – TBE, Dual Language Program - DL). To do this, we review the parent survey and program selection forms and place these students in programs/classes based on the parents' choice in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all pertinent documentations related to ELLs on files. Once the student has been appropriately assessed and placed, and the student has been classified as an ELL, s/he is assessed annually, usually in the spring, with the New York States English as a Second Language Achievement Test (NYSESLAT). We use the ATS reports to determine NYSESLAT eligibility (e.g. RLER, RLAT, RHSP, HISE, RLAB). Our testing coordinator in conjunction with ESL teacher and supervisors, ensure that all of the components of the NYSESLAT are administered to every eligible ELL in all grades . We follow testing procedures and accommodations, as needed, to administer the four Page 29 components as per mandates and regulations. All LEP students are required to take the NYSESLAT until proficiency in all components is reached. Once these students earn an overall score of Proficient on the NYSESLAT, they are referred to as former English Language Learners and they no longer have to take the NYSESLAT. These students, however, are still provided with the necessary support and accommodations to help them transition for at least 2 years after proficiency has been acquired. NYSELAT assesses students speaking, listening, reading, and writing skills, defined by New York State's English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. The reading section asks students to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud. In 23K634, we follow the following guidelines to ensure that we professionally administer the NYSELAT:

Guidelines for NYSESLAT Prep

1. Have available some sort of flyer or general description of what is the NYSESLAT.
2. Prepare a notice to send home to parents describing the NYSESLAT dates, times, and make up dates. Explain the importance of the test, the meaning of the score results, when the results will be available, and what it means to the student. Make clear that you need to administer the test to everyone (no one is excused.) Stress the importance of your deadlines, hence the importance of the make-up dates.
3. Prepare a memo for the faculty staff & administration, expressing the importance of the test and your needs (how long it will take to administer, where you will administer it, cooperation from them in assuring that the students will be excused to take it on time, etc..)
4. Check school calendar NOW for other school activities, vacation days, etc...
5. Anticipate conflicts. Understand that the first year will be the most problematic.

For Speaking & Listening

1. Prepare a sign-up sheet for students to schedule the order, days, & exact times when each student will take the oral part. Request if possible (first choice) that each student sign up to take it during a study hall or free period. Although this test is "untimed", expect to take approx. 10-15 minutes per student. Estimate how many days/periods it will take. (Consider after school as an option.)
2. Prepare individual pre-signed passes ahead of time to excuse your students at the given time.

The Speaking subtest must be administered to students individually at a location separate from other students and may only be administered between Wednesday, April 9 – Friday, May 16. Make-ups must be given within the testing window. The Listening, Reading, and Writing subtests must be administered to groups of students between Monday, May 5– Friday, May 16. Make-ups must be given within the testing window. Each school may choose its own testing days and times within that time period. The make-up test dates are any dates that remain in the primary administration period and Monday, May 5– Friday, May 16. . For all grade bands, our school administers the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Suggested time allotments for various parts of the test are listed in the chart on page 2 of this manual. Scoring of the Writing subtest may not begin until scoring materials arrive in schools on Monday, May 19 – Thursday, May 29. Scorers must be cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions. Schools must submit their answer sheets to the scanning centers by June 3.

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.  At the first school-parent meeting the parent choice letters are distributed and explained. The trend in choice at our school is the selection of the freestanding ESL program. Although the parents were presented with all the ELL s service options available to their child, and the option to transfer schools, all parents decided that they would be comfortable with their child attending 23K634 in the school's ESL program. Our school has 5 ESL students. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT. Right now, because we are a phasing out school, we have five ELLs who receive services in an ESL program. We did not register any new ELLs for this current school year. The trend in program choices for identified ELLs has been the ESL instructional program. The program models at our school are aligned with parent requests. The school will let parents know as soon as their required programs are available. Although the parents were presented with all the ELL s service options available to their child, and the option to transfer schools, all parents decided that they would be comfortable with their child attending K634 in the school's ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preferences are met.

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])?

We have a freestanding Pull-out ESL program in which beginners and intermediate receive 360 minutes of instruction on weekly basis. Advanced students receive 180 minutes of instruction on weekly basis. Our program is comprehensive as it addresses all the language skills: listening, speaking, reading and writing. In addition, our ESL program covers the subskills such as grammar and pronunciation. The program is designed in Tiers to address all the diverse needs of ELLs. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. Writing is integrated in all subject areas. Through the collaboration of teachers and cluster teachers, a schedule is submitted for approval containing the required instructional minutes for our English Language Learners as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. ELL students whose proficiency level is identified as Beginner or Intermediate are scheduled to receive 360 instructional minutes per week. Advanced ELL students receive 180 instructional minutes per week. The Pull-out services are provided to heterogeneous groups of students across grade levels. The ELL teacher works in collaboration with the classroom teachers, the network and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate material as needed. The ESL teacher provides content support for ELLs by meeting with each of the ELLs' teachers to figure out what skills ELLs need to acquire to enhance their performance.

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)?

There is a school-wide Literacy Calendar that is followed throughout the grade levels focusing on particular reading and writing skills that are reinforced during our ESL instructional time. The ESL teacher will also focus on the different genres that reflect the content areas being studied and practicing test strategies that can assist the ELL students during class / formal assessments. . In the freestanding ESL program students are taught with students with heterogeneous proficiency levels. For beginners and intermediate students who have to receive 360 minutes of mandated ESL services, they are grouped together either for 90-minute or 45-minute periods. It all depends upon the schedule of other service providers. In 23k634, we try as much as we can not to pull students from PE periods. That is based on the students' choice. For advanced students, the fully-certified ESL teacher meets with them for 4 45-minute periods a week to ensure that students have received 180 minutes of mandated ESL service.

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.

Teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. Teachers in monolingual classes with ELLs co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom. Within our ESL program model newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content both below and above grade level is one way to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomer ELL students differentiated instruction. . In freestanding ESL program the focus is on instruction in the English language, but Native Language support is given through an English/Arabic bilingual ESL teacher, Google Translate, dual-language dictionaries and literacy materials in the students' native languages. In our ESL program teachers employ differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. Teachers in monolingual classes with ELLs co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
23K634 does not have either TBE or DL program.

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

According to our data, students are doing better in listening and speaking. After reviewing our data our ELLs are facing a greater challenge with reading and writing. The ESL teacher has devoted time to provide our content area teachers with professional development to support the instruction using ESL methodologies. The main focus this academic year is non-fiction reading activities and argumentative writing. The content area teachers are analyzing the Periodic Assessment scores and aligning the curriculum to the academic needs of the students. The teachers need to take into consideration the students' strengths and weaknesses to differentiate instruction. The ESL teacher looks at the patterns of her students in the NYSESLAT and Periodic Assessment scores. The ESL teacher and the subject area teachers are evaluating the results and are preparing lessons aligned to the needs of their students. Teachers are writing lessons that are infusing differentiation of instruction and making students accountable to excel across all subject areas. The school leaders analyze periodic assessment results through the data inquiry team. These results are compared to other forms of students' data, such as NYSESLAT data, classrooms assessments and previous regents exams. The results are used to evaluate the program and to purchase material that will support the instruction. The content area teachers are presenting to the SLT the requirements and the challenges that their children are expected to face for the specific content area. These students are provided with ample opportunities to excel academically. The scores are significant to evaluate our best practices in providing a curriculum that is going to meet the academic needs of our students. The ESL teacher aligns his curriculum to reinforce the four modalities reading, writing, speaking and listening. The selection of the curriculum is based on the needs of his students. The ESL teacher plans according to the student population and the needs of his students across the four modalities. In our school we do not have a TBE or a Dual Language Program. The instruction is delivered through a Freestanding ESL program. Instruction is provided using the workshop model which includes an opening mini-lesson, group work, and a summary of the lesson. Mr. Elabsy, the ESL teacher works closely with the General Education teachers and provides them with ESL strategies to enhance students' learning. The ESL teacher and content area teachers have regular meetings to discuss the individual needs of the ESL students in their classes. The ESL teacher provides content area support by:

- Small group instruction

-Scaffolding

- Relevant Data Analysis of the NYSESLAT, Periodic Assessments, and Acuity scores

- Modeling

- Visuals

- Reading materials with various genres

There is also a focus on test taking strategies in order to prepare students for the state exam across the content areas. Content area teachers use ESL strategies that make learning more comprehensible and meaningful for ELLs. The integration of concept

development in the content areas with language instruction allows students the opportunity to acquire the academic language of the subject necessary to ensure success in the content areas. Instructional strategies applied in Balanced Literacy, Cooperative Learning, the Workshop Model, and second language acquisitions were also addressed in all ESL classes. The textbooks and instructional materials adhere to the NYS ESL Learning Standards and the City of New York Performance Standards. All ELLs take the New York English as Second Language Achievement Test (NYSESLAT) in May which measures students' progress in English language proficiency and determines students' eligibility to continue to receive ESL services.

We ensure that ELLs are appropriately evaluated in all four modalities: listening, speaking, reading and writing by running ongoing formative and summative assessments all year long. These assessment will inform and drive our instruction in a way that will help us to address all our students' needs. Students will be assessed continuously to gather the necessary data that inform the school-wide instructional plan.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The teachers work collaboratively with the cluster teachers using the workshop model and balance literacy approach. Service providers integrate across curriculum areas to ensure understanding. Writing is integrated in all subject areas. Students transition together to all subject areas. Classes are structured homogeneously in ELA to help target areas of need. English Language Learners receive between 180 and 360 minutes of Pull-Out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-Out services are provided to heterogeneous groups of students. The ESL teacher develops activities that enhance language development while at the same time scaffold content instruction. SIFE students at the intermediate level who are held over by grade or not making appropriate gains on the NYSESLAT receive an additional period of ESL instruction with particular focus on the NYSED Common Core Standards.

- b.) Newcomer ELLs in the school (0-3 years of service) are given much attention based on the fact that they need to acquire

English

language skills at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students are taught language through the content areas. All the teachers of ELLs base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) receive

ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. ELLs placed in monolingual classes receive small

group ESL instruction from the ESL teacher in the Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for

Beginning and Intermediate level students and 180 minutes per week for Advanced students. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years are guided toward acquisition of academic language. The past few years of NYSESLAT data reveal that the majority of these students need more intensive support in the reading and writing modalities.

Many of them have scored better in the listening and speaking subcategories of the test. Therefore the teachers of ELLs at the school focus their teaching of these students on academic content vocabulary, themes and skills. The pull-out ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) Long term ELLs in the school are given extra support through AIS, ESL/NLA after school program, and/or the 37.5 extended day program.

e) Former ELLs in years 1 and 2 after testing proficient will have sufficient support in transition to and full immersion in general education classrooms. Former ELLs will have additional scaffolding by general education teachers who had all the required methodologies to handle ELLs. More support is available during our extended day and after school programs. Transitional support for former ELLs includes testing accommodations on state exams, continued usage of bilingual glossaries, and easy access to technology resources such as Google Translate. Support for former ELLs will continue in both languages till they reach full proficiency in Academic English.

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?

The multilevel program that 23K634 has blends research-based reading and language skills instruction together with a balance of content area readings and age-appropriate, high interest stories. Foundational phonics are integrated to support phonemic awareness as are academic vocabulary building skills all of which develop transferable academic skills in support of connected learning. In this way, our ELLs are supported through-out their entire academic experience with differentiated materials that meet them at their levels with comprehensible content that meets both them at their level and challenges them to reach above it. The support materials also reach across the four language modalities with audio and video materials, interactive student e-book and interactive CD-ROMs which will be provided to content-area teachers to further support ELLs in their classrooms. Pearson also hosts a companion website that extends and supports learning with more interactive areas for students and teachers with additional online tools and resources for both. Additional support materials that works in tandem with required state-standards are classic literature books differentiated by vocabulary size that allow ELLs to read with their class at their level. The fully integrated assessment tools cover diagnostics through end of book assessments as well as individualized review materials by skill and by strategy. Students can be grouped by need and/or by class and differentiated

materials can be created to reinforce, review or readdress those needs with the same content at every proficiency level. To service the diverse needs of ELL-SWDs the school allows for students remain in the least restrictive environment whenever possible. ESL teacher use a pull-out model to service the students to enhance their grade level academic curriculum. Extended Day instruction is provided for all ELL-SWDs to further support their acquisition of academic language and content. ELL-SWD students are given the same rigorous grade level content as their peers. Teachers scaffold and use strategies to allow students to access this material through multiple entry points. At K634 we use strategies that both provide access to academic content areas and accelerate English language development? Teachers of ELL-SWDS use team-teaching strategies, such as parallel grouping, guided reading, graphic organizers, native language glossaries and modified curriculum to ensure access to all academic content. We incorporate more kinesthetic learning as well as technology by purchasing a Smart board to reach both ELL students and address the Special Education ELLs. Additionally, integrated software programs that respond to student's needs are being implemented for Special Education ELLs. All of these programs are possible with targeted use of Title III funding. With this level of reinforcement and consistency, our goal is to improve academic achievement across the board through scaffold, sustained instruction using targeted language development strategies.

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?
. ELLs with special needs are taught by their classroom teachers as well as ESL teachers. These students are taught with both Special

Education and ESL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, a speech teacher, and an adaptive physical education teacher. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA and Math through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school uses special methods of instruction, such as Language Experience Approach, CALLA, total physical response, graphic organizers and scaffolding techniques. K634 uses technology and augmentative communication devices, bilingual and monolingual software programs, and adapted switches; assessment accommodations, such as granting of extra time, oral interviews, demonstrations or visual representations, tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English, are incorporated to give students in alternate assessment programs additional support and flexibility

Courses Taught in Languages Other than English 

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

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

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

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

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

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

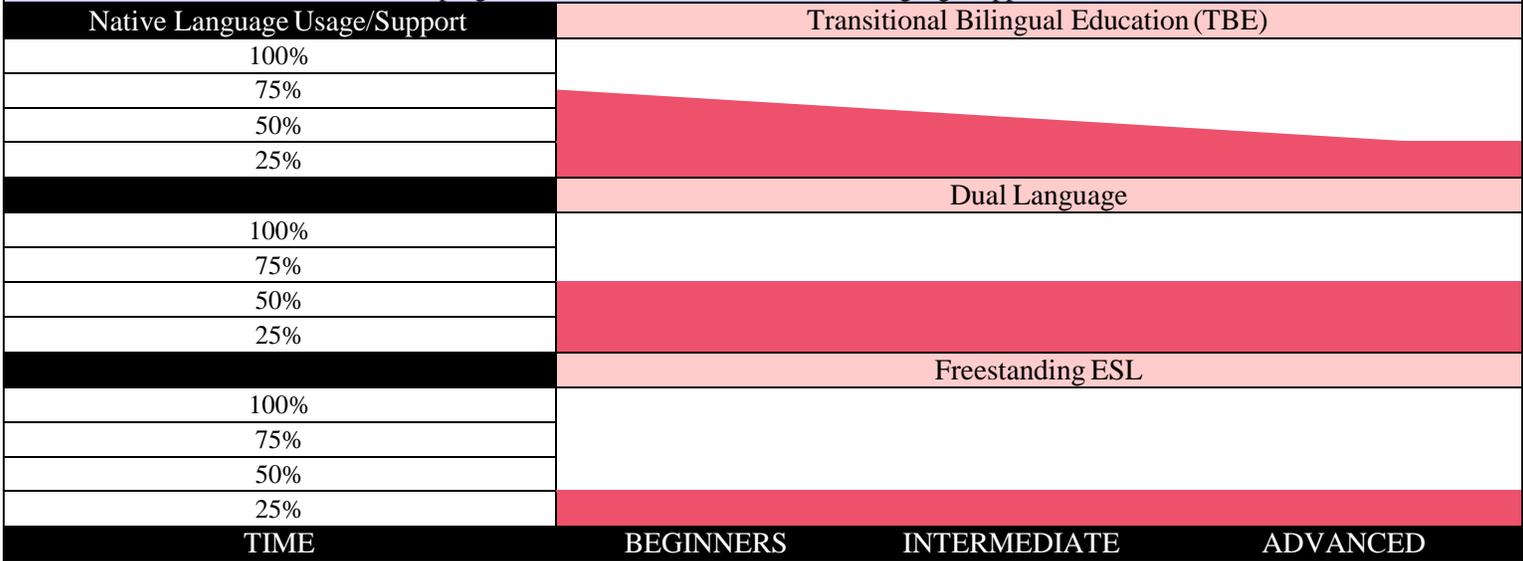
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DLPROGRAMS: 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 monitor all of our students' progress through the Fountas and Pinnell leveled reading system. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher (Prek-12) who provides pull-out ESL services that supplement the ELA curriculum and other classroom content areas. The ESL teacher is a native speaker of Arabic who is fully fluent in Arabic. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher. Students in grades 7 and 8 are engaged in an interdisciplinary curriculum that spirals around science. Science connections are made in other curriculum areas such as math, social studies, ELA, technology, etc. A great deal of work is done with vocabulary and connecting ideas are included in daily lessons. We use the Mathematics curriculum that is supplemented with assessment-based materials. There is also an emphasis on vocabulary in this program, with some work in the etymology of key math terms. Science is taught in a hands-on manner, which allows all students the opportunity to have experience with various concepts. ELLs fully participate in all curriculum areas, including physical education, and technology. All of our identified ELL students attend AIS classes, 45 minutes a day for ELA, science, and math support. Technology is used to help ELL students in reading with the use of vocabulary and language programs. We are able to track the students' growth by interim assessments.

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 school ESL program is highly effective because it develops the four language basic skills: listening, speaking, reading and writing. The program also targets subskills and concentrates on teaching grammar and pronunciation. The program is designed in Tiers to address the multiple needs of all the students. Conducting timely program reviews provide an opportunity for our school to build upon identified strengths, address areas for improvement, and forces alignment between practices and actions needed to increase program outcomes. Our ESL students are taken out of their classes for one or two periods a day to receive ESL instruction in smaller class sizes with students of similar proficiency levels. The ESL teacher aligns his teaching to the ELA calendar so the students are receiving scaffolded instruction that will enable them to perform successfully in the general education classroom. Our ESL teacher also incorporates intensive vocabulary and grammar instruction to enable students access to academic content. The ESL teacher works closely with classroom teachers to ensure that the students receive the services they need to promote their development and to enhance their performance. Because our school has a brand new fully-certified ESL teacher who designed a new program to meet the needs of ELL's, our school will use the NYC Periodic Assessment for English Language Learners to evaluate the effectiveness of our current ESL program. Our ESL teacher started working with ELL's near the end of November. Therefore, we will give the program a sufficient time before running any assessments. The data from previous NYSELAT show that our students need more scaffolding in reading and writing. Our school also uses the following assessments: 2012-2013 SY: Periodic Assessments (City); Classroom teacher made assessments 2013-2014 SY: MOSL (Measure of Student Learning Citywide Assessments); Classroom teacher made assessments

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

Some new programs and improvements will be started this year at K631. The freestanding ESL program this year is more collaborative by using pull-out model. ELL students in monolingual classes are grouped together so

that the classroom and ESL teacher can articulate and co-plan to best serve the needs of the ELLs. Hopefully, an English Language Lab will start at 631 next year. More software will be available such as Teenbiz and READ 180.

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

None of the programs will be discontinued.

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

We will continue to make sure that all our ELLs receive the services that they need both mandated and non-mandated and that they have equal access to our school's resources, including technology and performing arts. We will also continue using the following programs because they are differentiated according to grade, age, language competence/development and have proven to be effective for teaching academic language to ELLs. All of our ELLs as well as students in regular education are given opportunities to participate in all school programs regardless of language. After school programs allow students the opportunity to have a variety of materials that address the different needs of students according to their proficiency levels. These students also receive support from our Academic Support teachers, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. All

of our instructional programs are research-based and are provided by professionals who are knowledgeable about the learning needs of ELLs and how to address those needs. Transition Plan for Students Reaching Proficiency:

- Notify the parent of the success
 - Notify the classroom teacher
 - Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
 - Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
 - Provide with accommodations/support after acquiring proficiency level on the NYSESLAT
- Send Parents the yearly NYSESLAT Parent Repo ELLs are offered speech, ESL and extended day services are offered to ELLs at all levels. ELLs fully participate in all curriculum areas, including physical education, technology, and music. All of our identified ELL students attend AIS classes for ELA, science, and math support. Technology is used to help ELL students in reading with the use of vocabulary and language programs. The data team reviews scores and shares with core teachers for future planning and individualized instruction. Our school provides ELL's with the following after school services:

NBA Fantasy League- A Math and Sports program

Riverdale Theatre- A reading program that focuses on theatrical

literature Read and Run- An English Language Arts and Sports

Program

Sports and Arts Graphic Design

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

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Education City and Study Island are used to enforce basic skills and content. Reading materials in different genres, non- fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

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

The ESL Pull-out Program is the only Model we provide at K634. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series provides native language guidelines and references that relate to many of the countries and cultures of our ELL students.

Students may respond in their home language both orally and written as needed. Our school provides students will dual-language dictionaries, glossaries and an access to Google Translate that allows them the opportunity to enhance their proficieny in both languages.

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

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of K634's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need at their grade level. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accomodations for an additional two years after they passed the NYSESLAT. The materials that K634 uses inside the school are based on lexiles to ensure that they are

both age and level appropriate. In addition, the administration examines the materials used in classrooms to ensure that they are age appropriate.

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.

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the students'

mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a

"buddy" to help him or her transition to his/her new school. Also, making time for the administration to meet the new ELLs so they are aware of new ELL students and help to make them feel welcome. All services and resources support and correspond to the needs of all ELL's . These resources are appropriate for their grade levels and age. Instructional materials are modified for SIFE

18. What language electives are offered to ELLs?

No language electives are offered to ELLs.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

K634 does not have a dual language program.

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.

Our certified ESL teacher attends all professional developments. In addition, we take advantage of the professional developments offered by the RBERN , including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. Some staff members attend monthly Professional Development workshops pertaining to both Compliance and techniques and methods that are useful in teaching ELL students. The school secretary registers the certified ESL teacher for the professional workshops. Teachers of English Language Learners will be trained throughout the year in the understanding and use of Common Core standards. These trainings will include in depth analysis of the expectations set forth by the new standards in writing, reading and math. Teachers will receive ongoing training in the development of rigorous writing tasks, rubric utilization to score student work and the identification of instructional strategies to address writing deficiencies. ALL Teachers Of ELLs will continue to participate in high quality professional development workshops provided by the Office of Students with Disabilities and English Language Learners. (OELL) Teachers of LEPs will attend workshops that pertain but not limited to, differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies.

Teachers of LEPs will continue to incorporate ESL strategies in the instruction of LEPs across all content areas. All teachers who are responsible for the instruction of LEP students during the regular school day will participate in PD activities offered by OELL .The following teachers will participate in professional development activities: The ESL Teacher , the ELA Teacher , and the Math Teacher will participate in the professional development offered by OELL. Other teachers who are responsible for the instruction of LEPs during the day will participate in workshops that pertain , but no limited to differentiated instruction ,using data to plan instruction for ELLs ;QTEL scaffolding strategies ;language allocation policy and looking at students' work. Our school assigns a fifty-minute professional development workshops on Wednesdays on a weekly basis.

All of our teachers attend balanced literacy professional trainings. These trainings cover a wide range of topics including differentiated and academic language development strategies. In addition, our school will be providing the K634 staff, common branch teachers, paraprofessionals, secretaries, parent coordinator, guidance counselor, psychologist, and speech therapist, with on-going professional development on how to support ELLs in the mainstream classroom.

ALL ELL personal will participate in weekly fifty-minute seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving Ells' outcomes in standardized exams, and the construction of school-wide assessment exams. In addition our ELL department meets two additional times a month for inquiry team projects, where they use classroom data to research, design and implement, two to five week research projects, specifically designed for ELL's, to align our curriculum more closely with CCSS. We will continue with our professional development to increase ELL students' performance. In addition to the professional development workshops with which our school provides teachers and staff, our teachers attend a variety of workshops provided by the OELL. Our fully-certified ESL teacher attends all the workshops provided by the Office of English Language Learners that mainly concentrates on how to help ELL students smoothly

transit from one educational stage to another. During the school weekly PD's, teachers do presentations on the workshops they attend outside the school.

New teachers receive 7.5 hours (10 hours for special education teachers) from workshops and strategy modeling during the Professional Learning Team teacher meetings. Agendas and sign-in sheets are kept in the principal's office.

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?

Parent workshops are implemented on a monthly basis and include the following topics; How to assist your child with subject area

homework, Updates on School Activities,. Resources to Assist your Child at School and in the Community, Tutoring services, High School. Application Process, Recreational Activities, Workshops on Bullying .Cyber Safety, Discussions on Dual Language Programs, Programs. for ELLs, Community Health fair, etc., All workshops, whether specifically geared for ELLs , have translators available for non-English speaking family members. The ELLs parents also attend the mandated meetings, e.g. Title II Rights of the ELLs. A log is kept for these meetings by the parent Coordinator. Of course, translators in the needed languages are provided in all meetings.

K634 provides translation and interpretation services to the parents of ELL's. We usually provide these services through our bilingual staff who are fully proficient in languages such as Arabic, Spanish and Haitian Creole. In case we do not have a staff member to cover a required language, we use the DOE translation services and sometimes we use the services provided by other legal, professional agencies.

K.634 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

The Parent Coordinator is the Liaison between the Parents and the Administration. In a timely fashion, Ms. Mobley, PC disseminates

~~information of importance to Parents of ELLs. This would include but not limited to activities they could do with their children, important resources for them in the larger community, upcoming school events, deadlines for services, etc. Written notices, verbal communication, as well as the school's auto-dial system is delivered in the parent's native language. Translation services are provided at meetings.~~

Parents are asked to complete specific surveys in their language to ascertain what programs or services they would like or need in order to address their concerns. These are, of course, delivered in the parent's native language. Other parent involvement for ELLs include, Orientation for the Newcomer, Title III meetings and workshops for addressing the needs of the ELL parent..

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Drew Goodman	Principal		12/20/13
Monereau-St.Lou Carolyne	Assistant Principal		12/20/13
Andrew Wright	Parent Coordinator		12/20/13
Tarek Elasby	ESL Teacher		12/20/13
	Parent		12/20/13
S.Heffer/Math	Teacher/Subject Area		12/20/13
S.Isidore/Humanities	Teacher/Subject Area		12/20/13
	Coach		12/20/13
	Coach		12/20/13
Barbara Lino	Guidance Counselor		12/20/13
	Network Leader		12/20/13
	Other		12/20/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **23K634** School Name: **General D. Chappie James Middle Sch**

Cluster: **6** Network: **613**

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

Part A: Needs Assessment Findings

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

When students register at our school, our intake team (secretary, parent coordinator, ESL specialist, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we reached out to the previous school to get a copy and/or do a search on ATS. We have staff members who speak Spanish who are available to help translate as needed.

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.

Because Brownsville is not an immigrant destination neighborhood, it is rare that parents request a language other than English on the HLIS; we have many more English-speaking families from the Caribbean. Each year we generally have between two to four families who request Spanish, and one or two requesting Haitian-Creole. This year we have one family who speaks Arabic. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, occasionally new students are admitted. If their families request translation services, those teachers are informed by the administration and services are surrendered as requested. .

Part B: Strategies and Activities

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

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. During our school events and notices, our staff generally translate the documents in-house, for Spanish. This year we have one student who speaks Arabic, for whose family we might need to use the DOE translation services for K634 notices.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who translate into Spanish and when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

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>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.