

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

25Q189

School Name:

DANIEL CARTER BEARD JUNIOR HIGH SCHOOL

Principal:

CINDY DIAZ BURGOS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 25Q189
School Type: Public Grades Served: 6 to 8
School Address: 144-80 Barclay, Flushing, NY 11355
Phone Number: 718 359 6676 Fax: 718 358 0155
School Contact Person: Cindy Diaz Burgos Email Address: Cburgos3@schools.nyc.gov
Principal: Cindy Diaz Burgos
UFT Chapter Leader: Gary Malone
Parents' Association President: David Kim
SLT Chairperson: Adam Frank
Student Representative(s): Antonio Lee

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-40 Linden Place, Flushing, NY 11354
Superintendent's Email Address: ddimango@schools.nyc.gov
Phone Number: 718 281 7605 Fax:

Cluster and Network Information

Cluster Number: Cluster Leader:
Network Number: 536 Network Leader: Gerard Beirne

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 Comprehensive Educational Plan (CEP) 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)
Cindy Diaz Burgos	*Principal or Designee	
Gary Malone	*UFT Chapter Leader or Designee	
David Kim	*PA/PTA President or Designated Co-President	
Peter Isaac	DC 37 Representative, if applicable	
Antonio Lee	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joseph Vereen	CBO Representative, if applicable	
Christine Colligan	Member/ Parent Coordinator	
Adam Frank	Member/ Chairperson/Teacher	
Rita Petosa	Member/Assistant Principal	
George Fitting	Member/Assistant Principal	
Lisa Adams	Member/Safety Agent	
Shanta Budhram (Durpatie)	Member/Parent	
Lydia Lo	Member/ Parent	
Pauline Lee	Member/ Parent	
Tabassum Haider	Member/ Parent	
Mee Sook Hyun	Member/ Parent	
Kazmi Kitano	Member/ Parent	

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

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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 Comprehensive Educational Plan (CEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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 CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Daniel Carter Beard JHS 189, The School of International Studies, is an urban school built in 1956; it is located at 144-80 Barclay Avenue, not far from the heart of downtown Flushing. The J-shaped building and its yard occupy approximately one-half of a large block. The housing in the school's feeder area is a mix of one and two-family homes, rental apartments, cooperatives and condominiums. Pupils are also drawn from the Bland Houses, a New York City housing project. Most of the students live within walking distance of the school, although with NCLB and other factors, 18 % receive metro-cards. Our students are drawn primarily from the following elementary schools: P.S. 20, P.S. 22, P.S. 32 and P.S. 120.

Flushing is a vibrant community in a state of constant change. As a microcosm, it reflects the shifting demographics of New York City. When Daniel Carter Beard founded the first Boy Scout Troup here over one hundred years ago, the population was largely European. Now, more than a century later, Daniel Carter Beard Junior High School 189 services a student body that represents more than sixty diverse cultures and nationalities. Over 87% of its approximately seven hundred pupils come from a home where a primary language other than English is spoken. Specifically, the student population is 69.60% Asian, 24.60% Hispanic, 2.89% African-American and 2.60% White. 52.24% of the youngsters are male and 47.75% are female. Currently, 100% of our pupils are eligible for free or reduced lunch and breakfast since we have been accepted as a Universal Free Meal school.

The custodial engineer and his staff satisfactorily maintain the school plant. Anticipated plant projects include the completion of the school library. The Principal has received \$500,000 for a library upgrade and is still awaiting the implementation of a RESO A Grant for \$250,000 to install air conditioning of the auditorium which has no windows and lacks viable ventilation.

JHS 189's educational program has been designed to serve its varied population and has been delivered by a pedagogical staff of 47 teachers. Of the forty-seven teachers, 99% are certified and licensed, 76% have more than five years of teaching experience, and more than 90% hold a Masters Degree. 1% are first year teachers; 1% of the teachers have fewer than two years of teaching experience.

In the 2014-2015 school year, we have twenty-five official classes (8 in grade 6; 8 in grade 7; 9 in grade 8), including five SPE classes, 8 special education classes (three 12:1:1 classes and five ICT classes).

Five full-time English as a second language (ESL) licensed teachers serve the needs of our English language learners (ELL's) by providing at least four periods per week of ESL instruction to all students who scored *Advanced* on the NYSESLAT (Spring '14) and at least eight periods per week of ESL instruction to students who scored *Intermediate* or *Beginner* on the NYSESLAT (Spring '14) and all those new arrivals who took the NYSITELL. Of the approximate two hundred eligible English language learners, there are sixty-seven students (about 33.84%) who were *Advanced* students.

Our New Continuum/Least Restrictive Environment Plan continues to be successfully implemented, supported by ten full-time licensed special education teachers, eight paraprofessionals, one speech teacher, and a School-Based Support Team, each of whose members are assigned two or three days a week. The teachers provide special education services to three sixth grade classes (two ICT and a 12:1:1), three seventh grade class (two ICT and a 12: 1: 1), and two eighth grade classes (one ICT and a 12:1:1), and Special Education Teacher

Support Services (SETSS) to about fifty-two students. In particular, approximately 17.1% of students have Individualized Education Plans (IEP's) and receive some or all of the full continuum of services including SETSS, instruction in self-contained classes, and related services such as speech and language, and counseling. Special Education Teacher Support Services are delivered in "pull out" form in all grades. As the number of special education teachers has increased, the teachers have departmentalized in the areas of language arts, mathematics, social studies and science.

Talent classes in vocal music, and art are available in grades 6 and 7 and in a modified form in grade 8. Acceleration, as mandated by the New York State Regents Action Plan, is offered in mathematics in grade 8. An Earth Science Regents class is offered to eighth graders as well. IVY KEYS has been newly implemented for advanced placement students in eighth grade. This program is designed for college bound students and is designed to prepare them for the applicable exams, i.e., SAT, ACT, SHAT.

Support services are provided by three full-time English speaking guidance counselors, one also speaking Mandarin and one also speaking Spanish and a part-time School-Based Support Team.

A principal, two appointed assistant principals, one part-time dean, teachers assigned to the Alternative Learning Site, a Parent Coordinator, two school secretaries, four school aides, one school nurse, one technology specialist, and three school safety agents, complete the current (Sept. 2014) basic school staff. A large kitchen staff and an experienced custodial staff, further support JHS 189's students, staff and community.

For all academic subjects, students are "block" programmed and generally heterogeneously grouped in non-SPE, non-ELL classes. In grades six, seven and eight, two teams of teachers (English language arts, social studies, Science and Mathematics in each) instruct specific groups of students consisting of three or four classes. They meet on Tuesdays after school for common planning. Students in grades six and seven are programmed for visual arts and vocal music by class. Students are programmed for at least eight periods of instruction in English language arts and mathematics. Also, all students receive six periods of science and six periods of social studies. Eighth graders study a second language (Korean, Spanish or American Sign Language).

The instructional program is further supplemented through participation in the Project Arts Program. Junior High School 189 continues to partner with the Flushing Council on Culture and the Arts, which allows for a guest artist to co-teach with different teachers in various disciplines including but not limited to the music and art teacher. For the 204-2015 school year our English Language Learners and instructors will also have an opportunity to participate in the Arts Connection Dellta program. This program will promote literacy through theater for students who have limited English proficiency. With our existing partnerships students and staff will continue to have an opportunity to participate in a new musical theater production for this upcoming year. In addition, it is anticipated that a grant through our city councilman will continue to afford select students to participate in basketball, soccer, volleyball, tennis, and a Jazz Band, to enhance the educational program. An extended day program is offered to select English Language Learners in literacy and mathematics through a Title II grant on Wednesdays, Thursdays and Fridays for an hour. Our participation in the Arts Achieve program has also enabled instructors to continue to participate in innovative professional workshops to insure an understanding of performance tasks in the arts.

In 2008-2009 school year JHS 189Q received a Reso A grant from Councilman John Liu in the form of 84 desktop computers. These computers continue to provide student access to technology in our computer lab. JHS 189 will receive a \$150,000 Reso A grant for new technology for 2014-2015 school year. This funding will be used to further our program of providing Smart Boards to classrooms and to make technology conveniently available to every classroom in the form of computer carts. In addition, we have received a \$9,000 grant from the Korean consulate. This grant has enabled us to provide i-Pads to 3 classrooms. STPV software funding in the amount of \$24,000 has enabled us to purchase software targeted to our ELL population. We are particularly excited about the potential that the technology in our Pearson Quantum Learning Center offers the

students of JHS 189Q. The Pearson Center features a dedicated classroom with 30 computers and licenses that will allow us to offer a wide range of subjects to students. We continue to use the scholastic

The educational program is further enhanced by activities supplied by the YMCA Beacon Center which is on-site. The Beacon Center provides after-school and weekend classes in homework assistance, ESL instruction, sports programs, as well as leadership development and youth counseling. Computer classes are also provided by the Beacon for adults in the community.

JHS 189Q's library construction project is in its final stages and we anticipate the library to be fully operational before the end of the 2014-2015 school year. The library will be a state of the art facility that will include 2 Smart Boards for presentations, a state of the art audio visual system allowing the library to sync with video feeds from the auditorium, main lobby, principal's office and a large screen TV in the main courtyard. The library will focus on making available the widest possible range of material to students in a digital format.

The Parent Teacher Association (PTA) is one of the strongest components of JHS 189Q school community. We continuously celebrate the diversity of our parents and welcome the different cultures and languages that contribute to the school community. JHS 189Q parents utilize resources from the school which enable them to obtain knowledge about their child's education from monthly Parent Workshops. These workshops are arranged by the Parent Coordinator and are conducted by various subject teachers. In addition to the aforementioned, other presenters include Community Based Organizations and Mayor's Office.

A major area of challenge at Daniel Carter Beard JHS 189 has been progress on the part of the student body in meeting or exceeding the English language arts and mathematics standards. Eighty seven percent of our student body come from homes in which English is not the primary language spoken. A full 32% of our students are currently classified as English language learners. A review of the 2014 standardized English Language Arts State test results indicates that 68.7% of our sixth grade students are scoring at or above level 2 and 19.5% of these students scored at level 3 or higher. Of the seventh grade student population, 63.2% of the students scored at level 2 and above and 28.6% scored at level 3 or above. With the eighth grade student population 73.3 % of the students at level 2 and above. The percentage of students scoring at level 3 and above was 33.3%. On the 2014 standardized Mathematics test, 79.9% of our sixth grade students scored at or above level 2 and 46.3% of these students scored at level 3 or higher. Of the seventh grade student population, 77% of the students scored at level 2 and above and 43% scored at level 3 or above. With the eighth grade student population 66.8 % of the students at level 2 and above. The percentage of students scoring at level 3 and above was 45%. Grade 8 students are also offered the opportunity to take the Integrated Algebra Regents Examination. Of the grade 8 students taking this test 100% scored above a level 3.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: one priority is the implementation of effective strategies to continue to address the number of students lacking basic skills in both English language arts and mathematics. A second is improving instruction for the growing number of special education students and ongoing large numbers of English language learners by continuing to provide professional development for both general education and special education teachers in specialized strategies to meet the needs of the special education population. A third is the implementation of effective methodologies for meeting the needs of the English language learner population. Thus, JHS 189's Comprehensive Educational Plan for 2014-2015 will reflect a concerted effort and specific plans to address the academic needs of students, with an emphasis on focused interventions for special education students and English language learners.

With our sixth grade group of students these youngsters are using classroom libraries and other materials provided as part of the citywide initiative. *McDougal Littell Anthologies, Scholastic Magazines along with a series of Triumph Learning materials (Coach, Progress, Ladders To Success)* as well as the *Ready New York CCLS in English Language Arts Instructional Workbook* are used to supplement classroom libraries. In addition to using these materials, sixth grade teachers have also incorporated various novels as well as specific

genre study units aligned with New York Engage and the America's Choice's literacy program.

Students in the seventh grade are using classroom libraries and other materials provided as part of the citywide initiative. *Prentice Hall Silver, McDougal Littell Anthologies, and Ready New York CCLS in English Language Arts Workbooks* are also used to supplement classroom libraries. In addition to using these textbooks, seventh grade teachers have also incorporated various novels into the literacy program that are aligned with America's Choice and New York Engage Exemplars. This literacy program allows additional support for students in analyzing various genres (fiction and non-fiction), through reading and writing, listening, viewing and speaking.

In the eighth grade, classroom libraries and additional materials are provided to further incorporate the Citywide Balanced Literacy initiative. In conjunction with the use of classroom libraries, various textbooks, *Prentice Hall Gold, McDougal Littell Anthologies, and Ready New York CCLS in English Language Arts Instructional Workbook*, are used to supplement classroom libraries. In addition to using these materials, eighth grade teachers have also incorporated various novels as well as specific genre study units aligned with New York Engage and the America's Choice's literacy program.

All students have English language arts for at least eight periods a week. Select students participate in academic tutorial intervention services during various periods each day. During these sessions students receive small group instruction Monday-Friday in specific subjects. Select English Language Learners participate in small group instruction three days a week as part of the extended day program. These additional periods enable students to have additional instructional support in literacy. *New York State Coach Crosswalk and Progress* workbooks are used to support the instruction. Areas of emphasis involving the support of the language arts curriculum are as follows:

- collection and review of unit based writing samples which are scored using rubrics based on the tasks assigned and common core performance standards.
- departmental meetings which reflect aspects of the curriculum, that include the introduction of specific units of study relating to the curriculum, common core performance standards, usage of grade appropriate materials including but not limited to argument-based writing, exemplars, novels, test sophistication materials and academic intervention materials.
- weekly curriculum meetings that support analyzing data, informal assessments and the implementation of additional assessments.
- formal and informal observations.
- collection/review of teacher constructed exams.
- collection and review of student writing samples of standard bearing work based on the scope and sequence guidelines for student writing portfolios.

With the continued implementation of the balanced literacy program, students are programmed for a 90-minute literacy block of instruction for a minimum of three days a week. During single periods of instruction, literacy skills are targeted in areas of weakness. In addition to the supplemental use of anthologies, informational text, existing novels including author study units, classroom libraries, and test sophistication materials are infused into the literacy block. Teachers also target specific strategies using Reading Indicators and common grade assessments.

Furthermore, the results from the NYS English Language Arts standardized test as well as the on-going common assessment results have been used to inform parents about individual achievement via pupil path, formal and informal face to face and telephone conferences. The use of on-going assessments has enabled teachers to provide students with additional support in areas of weakness as well as develop skill specific instructional material based on students' areas of deficiencies.

Currently, mathematics teachers in grades 6,7, and 8 use a variety of resources to instruct students in the Common Core Curriculum. These resources include the appropriate grade level *Math Connects* textbooks published by Glencoe McGraw Hill as well as *Crosswork Coach* workbooks to supplement instruction and prepare students for the NYS Mathematics Test. Advanced eighth graders studying the Common Core Algebra I curriculum will use the *NY Integrated Algebra* textbooks in conjunction with *Algebra Coach* workbooks and *Algebra Regents Review* booklets to prepare students for the NYS Algebra I Regents exam in June. All students receive at least eight periods of mathematics instruction a week, thus increasing their time on task. The areas of emphasis are problem solving and mathematical discourse. Students are trained to focus on the construction of a mathematical argument and justification their answers as well as the use of multiple representations in problem solving. Students are supported in their work with lunchtime tutoring when needed. This focus has been supported in the following ways:

- collection/review solutions to biweekly problems utilizing specific rubrics.
- formal/informal observations by the mathematics supervisor.
- review of lesson plans weekly for new teachers.
- collection/review by the mathematics supervisor and principal, of teacher constructed tests; spiraling of material and the full explanation of solutions including work was the expectation.
- review of student work samples on classroom as well as corridor bulletin boards; regular updates were expected.

As all teachers at JHS 189 support literacy instruction, mathematics teachers assign, collect and grade at least one book report in the Fall term and one in the Spring. They also assign, collect and grade a research paper and/or mathematics project at least once a year. The mathematics department has participated in fundraising for St. Jude Children's Research Hospital through the Math-a-thon Program. Students have also been successfully involved in the New York Mathematics League Contest. Mathematics will continue to be offered for at least eight periods a week for all grades, 6-8.

For the school year 2014-2015, students in all grades are programmed for six periods of science. The sixth period is often used to accommodate the laboratory experiments. The JHS 189 science teachers will follow the NYC Department of Education Middle School 6-8 Scope and Sequence for Science. Additionally, the science teachers, in an effort to appeal to all modalities of learning, are increasingly incorporating more technology in their classrooms. JHS 189Q is an Urban Advantage School. Our partnership with Urban Advantage has played an important role in providing professional learning opportunities for our science teachers.

The 6th and 7th grade teachers are using such programs as Brain Pop to enhance their lessons. Sixth, seventh and eighth grade science teachers are using the core curriculum books. Additional books have been ordered to address the specific needs of the English Language Learners and special education students. Science teachers also supplement textbooks with teacher identified material from the internet and science journals.

After examining the Spring, 2014 preliminary New York State English language arts and mathematics scores and consulting with the seventh grade science teachers, advanced eighth graders have been offered the Earth Science Regents class. The remainder of the eighth grade is following the Life Science curriculum. The science teachers and their grade teammates will continue to analyze the data in order to design effective instruction. There will be a continued focus on the instruction for the English Language Learners writing in the subject area and the science classroom as an interactive environment. Science teachers will have the opportunity to choose relevant professional development that they feel will address their needs.

For the school year 2014-2015, students in all grades are programmed for six periods of social studies. The social studies teachers, along with their language arts teammates, will analyze the data from formalized assessments and performance projects to design instruction. The teachers will follow the New York State Scope and Sequence (6-8 grades). The teachers are supplementing textbooks with primary and secondary sources identified by the teachers as superlative to support our goal of aligning with CCLS and college and career readiness. Additional books have been ordered to address the specific needs of the English Language Learners and students with disabilities. In an effort to address all modalities of learning, the social studies

teachers are increasingly incorporating the use of technology in the classrooms.

In the 2014-2015 school year, there will be a continued focus on the instruction for the English Language Learners, writing in the subject area and the social studies classroom as an interactive environment. Social Studies teachers will choose outside professional development opportunities that they feel will address their needs.

For students who have not met NYC standards in English language arts, mathematics, science and social studies, and those deemed "at risk" for not meeting State standards, our school which continues the following Academic Intervention Services during the 2014-15 school year:

- Middle School Initiative weekly team meetings (grades 6, 7, 8).
- Group sessions with guidance counselors.
- Consultation at monthly Pupil Personnel Team (PPT) meetings resulting in appropriate and timely referrals for special education services.
- Peer tutoring for a variety of academic subjects.
- Partnered with agencies such as the YMCA Beacon/Flushing Town Hall.
- Monitored student attendance and lateness by the grade assistant principal, dean and guidance counselors.
- Early and ongoing parent notification and communication regarding academic progress, cutting, inappropriate behavior, lack of return of the signed report card, etc. is engaged in by teachers, assistant principals, counselors, deans and school aides. Skedula will also facilitate this communication.
- Teachers will provide tutoring as a professional menu item. Based on the UFT contract, teachers are contacting and meeting with parents.
- The Inquiry Teams and School Implementation Team will be targeting the self contained ELL classes, advanced ELL classes, intermediate ELL classes, SETSS students, and holdover students in all grades.
- Additional support for teachers of English Language Learners is provided by our Peer Instructional Coaches as well as Demonstration Teachers.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - 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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Chancellor has set goals aligned with the Common Core Learning Standards in social studies and science as part of the citywide expectations and initiative.
The Chancellor has set goals aligned with the Common Core Learning Standards in English language arts and mathematics as evidenced in two English Language Arts tasks and two mathematics tasks.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, eighty percent of the students will show progress in student led discussions and questioning vis-à-vis the English language arts and mathematics tasks.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will develop two Common Core-aligned performance tasks that incorporate opportunities for students to conduct research and use supporting evidence as well as problems that require solution/explanation in all disciplines.	Teachers	Sept 2014- June 2015	Administration
Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.	Teachers	Sept 2014- June 2015	Administration
Teachers will meet in department teams to assess student work and plan lessons that demand evidence to support a claim or solve a problem.	Teachers	Sept 2014- June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In an effort to support the development of common core tasks, teacher will meet regularly in curriculum meetings to analyze and refine performance in all disciplines. In addition outside organizations such as Flushing Town Hall, NYSSMA, The Morgan Book Project, Arts Connection and YMCA Beacon will provide additional support in helping us to achieve the goal.

1. The programs involving the arts will support students’ progress across content areas through various cultural experiences.
2. The Morgan Book Project affords students an opportunity to develop research skills through arts and literacy.
3. The Beacon Center provides after-school and weekend classes in homework assistance, ESL instruction, sports programs, as well as leadership development and youth counseling.
4. The YMCA Beacon Program also provides computer classes for the adults in the community.
5. CEI-PEA/CFN536 provides professional development opportunities throughout the content areas.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The CASA Grant, Arts Achieve, and Arts and Connection are also additional resources used to support our goals.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

1. Supervisors and the Network 536 staff will evaluate curriculum maps. Teachers will evaluate student work and use informal and formal assessments.
2. Teachers will modify maps based on in-class and baseline assessments.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Sept 2014-June 2015

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
	<ul style="list-style-type: none"> • To improve communications between parents and school staff. • To plan implement for greater communication among all constituencies • Promote student voice.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, ninety percent of the students will be actively involved in effecting change through the student government. Teachers will continue with parent outreach.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
Promote student voice through student government where every subgroup is represented.	Students	Sept 2014- June 2015	teachers, administrators
Parents partner with students to have a voice in student government.	Parents and students	Sept 2014- June 2015	Parents, teachers, administrators
School Leadership Team models group protocols.	Parents	Sept 2014- June 2015	Parent coordinator, administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher chairman for SLT, student government advisors and officers. Student government office with appropriate technology.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

Monitoring of student proposals and student understanding of the process.

Monitoring of student proposals and student understanding of the process.

Part 6b. Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - 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.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on student achievement results, an increase in the student with disabilities population, and the diversity that exists within the school, teachers will need ongoing professional development to meet the needs of our students especially English Language Learners and students with disabilities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, ninety-five percent of the staff will receive professional development in the area of differentiated instruction for ELL’s and SWD’s resulting in a 10% increase in student achievement in the core subject areas.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers will be given strategic professional development based on needs that focus on the English language learners and students with disabilities.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
ESL teachers and special education teachers will offer strategies to assist core subject teachers in meeting the needs of ELL’s and students with disabilities.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Teachers will plan lessons in their subject areas which scaffold instruction for ELL’s and students with disabilities, providing multiple entry points.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Teachers will present lessons to their peers and critique each other.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers

Teachers will share best practices of instruction for ELL's and students with disabilities through use of their iPads.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Teachers will visit their colleagues' classrooms to observe best practices.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Monthly congruence forms will be developed and shared with core subject teachers, ESL specialists and special education specialists.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Staff will continue to comprehensively examine the NYS ELA test, the NYSESLAT, data from ARIS and Skedula to analyze and determine skills and strategies needed for students to succeed on the tests.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Using iPads and new applications, teachers will be able to monitor student progress and communicate clearly what future work is necessary.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Teachers will be trained in the use of Skedula and workshops will be offered infusing technology in the classroom.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers
Teachers and supervisors will observe practices gleaned from professional development workshops when visiting classrooms, examining lesson plans or reading minutes from department meetings.	Teachers	Sept 2014- June 2015	Administrators, Network 536, PICS, Demo Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Flushing Town Hall, NYSSMA, Arts Connection, The Morgan Book Project, Scholastic's Read-180, CFN Network 536 and Image Learning are outside resources which are used as extended vehicles to promote professional development for staff.
- Professional development opportunities are provided for staff periodically in addition to weekly and monthly meetings, including but not limited to department meetings; grade meetings and inquiry team meetings.
- Our veteran teachers attend professional development opportunities offered outside the school. For example:
 - STEM: Denise Healey
 - Pearson Quantum Learning Center
 - Image Learning
 - Urban Advantage: Adam Frank and Jenny Saltos
 - Arts Achieve Meetings: Meri Ezratty
 - Morgan Library Book Project: Meri Ezratty, Lisa Kangas
 - Peer Instructional Coaches Meeting: Efrosini Daskaloupoulos, Diane Parada
 - Demonstration Teacher Meetings: Adam Frank, Teresa DiPietro, Nicole Butler
 - NYSSMA: Daryl Ware
 - Arts Connection: Michelle Bugay, Vanessa Loccisano, Michelle Pulido, Erica Rice, Dorina Sferrazza

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

Teachers and administrators will target progress and effectiveness.

Part 6b. Complete in **February 2015**.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - 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.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Professional Development \$s

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We have a need to continually increase parental involvement and communication based on attendance at various meetings in the previous school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a ninety five percent increase in parental involvement and concomitantly in student engagement in community service projects.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The parent coordinator and other support staff, at monthly meetings, will provide parents/guardians with information and training that will be geared to help them understand the different types of assessments that support the education of their children.	parents/guardians	Sept 2014- June 2015	parent coordinator and other support staff
Parents will periodically attend meetings to ascertain the progress of their children as well as obtain additional resources from teachers’ professional development experiences.	parents/guardians	Sept 2014- June 2015	parent coordinator, teachers and other support staff

Teachers will provide parents with information pertaining to student achievement including but not limited to Skedula, Imagine Learning, Read-180, etc. strategies needed for students to succeed on the standardized tests.	parents/guardians	Sept 2014- June 2015	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator, SLT, SLT Funds

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
Periodically assess the level of participation.				
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: 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)	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
Mathematics	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
Science	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
Social Studies	Standardized test Scores/Teacher Assessments	Supplemental Tutoring ARISTA Peer Tutoring	Small group One-to-one tutoring	During The Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Standardized test Scores/Teacher Assessments	L. Kahl, G.C., L.Peltzer, G.C., C. Mizutani, G.C., Y. Yeh, S.P., B. Crawford, S.W.	One-to-one Small groups	During The Day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

We are fortunate to have an excellent staff retention rate. Junior High School 189 is comprised mostly of veteran highly qualified teachers. Their efforts are supported by grouping them in teams sharing the same three or four classes as well as curriculum teams grouped often by grade level. The teams will meet weekly to plan for instruction. Moreover, teachers will identify professional development opportunities to further support their work.

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).

Professional development workshops are held in multiple areas. Workshops are offered by CFN 536 and Peer Instructional Coaches. Demonstration teachers also provide opportunities for professional development for teachers. Webinars are also shared from the NY Engage.

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.

Teachers meet weekly and continuously assess student work to create and modify informal and formal assessments.

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 (CEP) 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	362,895		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	26,396		
Tax Levy (FSF)	Local	3,789,500		

¹Explanation/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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.

10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 8: 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 CEP 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)

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. **JHS 189Q (Daniel Carter Beard Junior High School)**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **JHS 189Q (Daniel Carter Beard Junior High School)** will support parents and families of Title I students by:

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

JHS 189Q (Daniel Carter Beard Junior High School) in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 promptly 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 25	Borough Queens	School Number 189
School Name Daniel Carter Beard		

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

Principal Cynthia Diaz Burgos	Assistant Principal Rita Petosa
Coach type here	Coach type here
ESL Teacher Marsha Schwartz	Guidance Counselor Chia Mizutani
Teacher/Subject Area Howard Sauerhof/Mathematics	Parent David Kim
Teacher/Subject Area Dorina Sferrazza/ESL	Parent Coordinator Christine Colligan
Related Service Provider Laura Scicutella/Speech	Other Ida Bulluck/AP
Network Leader(Only if working with the LAP team) type here	Other George Fitting/AP

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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	3
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	1	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)	820	Total number of ELLs	244	ELLs as share of total student population (%)	29.76%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							6	6	5					17
SELECT ONE														0
Total	0	0	0	0	0	0	6	6	5	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	244	Newcomers (ELLs receiving service 0-3 years)	142	ELL Students with Disabilities	29
SIFE	4	ELLs receiving service 4-6 years	53	Long-Term (completed 6+ years)	16

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	150	4	4	68	0	15	26	0	10	244

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	
Total	150	4	4	68	0	15	26	0	10	244
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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	16	19					43
Chinese							54	56	60					170
Russian							1	0	1					2
Bengali							0	1	2					3
Urdu							1	2	1					4
Arabic							1	1	0					2
Haitian							0	0	0					0
French							1	1	0					2
Korean							0	1	1					2
Punjabi							0	1	0					1
Polish							1	0	0					1
Albanian							1	0	0					1
Other							3	5	5					13
TOTAL	0	0	0	0	0	0	71	84	89	0	0	0	0	244

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)							31	28	33					92
Intermediate(I)							10	20	25					55
Advanced (A)							30	36	31					97
Total	0	0	0	0	0	0	71	84	89	0	0	0	0	244

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							0	0	0				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							0	0	0				
	A							0	0	0				
	P							0	0	0				
READING/ WRITING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	22	1	0	45
7	33	20	0	0	53
8	36	23	5	0	64
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	2	1	7	9	6	11	2	10	48
7	4	4	7	14	4	23	3	7	66
8	5	5	6	16	3	23	1	15	74
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3	4	6	31	7	37	1	3	92

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Not applicable.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our assessment analysis finds that close to thirty-seven and seventy hundredths percent (37.70%) of our ELLs are beginners, twenty

two and fifty-four hundredths percent (22.54%) are at the intermediate level and thirty-nine and seventy-five hundredths percent (39.75%) are at the advanced level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

In examining the patterns across the NYSESLAT modalities, we noticed that we need to continue our emphasis on reading/writing. Twenty-seven and six hundredths percent (27.06%) scored at the beginning level in reading/writing while ten and fifty-nine hundredths percent (10.59%) scored at the beginning level in listening/speaking. For the 2011-2012 school year, we met our Annual Measurable Achievement Objectives. As a result, we will continue with the programs we have as well as continue to seek new programs to assist us in meeting our targets.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - Looking at the 2012 New York State English Language Arts Test results, fifty-six and seventeen hundredths percent (56.17%) of the ELLs who took the exam scored at Level 1, forty and twelve hundredths percent (40.12%) scored at Level 2 and zero and four hundredths percent (0.04%) scored at Level 3. None of the ELLs scored at Level 4. For the 2012 New York State Mathematics Test, fifty-seven and forty-five hundredths percent (57.45%) met or exceeded the standards (scored at Level 3 or 4); eighty-two and forty-one hundredths percent (82.41%) of these students took the test in their native language. For the 2012 New York State Science Test, fifty-two and seventeen hundredths percent (52.17%) scored at Level 3 or 4. Since a large percentage of ELLs take the standardized tests in their native language, a comparison to English is not really informative. However, in mathematics as well as especially in science, students generally scored a bit lower than their non-ELL peers. Based on Level 3 or Level 4 scores in mathematics as well as teacher recommendations, eighth grade ELLs are taking an Integrated Algebra Regents class typically taken in grade 9 along with their non-ELL peers. Subject teachers along with the ESL specialists, continue to analyze the data and modify instruction accordingly.
 - As in 2012-2013, teachers will use the periodic assessments in English language arts and mathematics to assist in instructional planning. English language arts and mathematics teachers will set targets for each of their students vis-à-vis the Spring '13 New York State tests and strive to have their students achieve them. The ELL Periodic Assessments are not administered.
 - By examining the periodic assessments, we have established programs to support our ELLs. For example, we have established Chinese bilingual and Spanish bilingual mathematics classes, before or after school, for newcomers. Moreover, English language arts and English as a second language teachers co-teach supplementary classes for ELLs, before or after school; test preparation as well as reading and writing are emphasized.
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](#))
Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that a child's second language development is considered in instructional decisions, teachers are asked to include specific strategies they use to support instruction.
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?
- Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are constantly evaluating the success of our instructional program for ELLs who are 29.76% of our student body and making adjustments. We examine how the students are doing in their subject classes as well as progress from year to year on the NYSESLAT. Teachers use ARIS to obtain data and resources, to inform their instructional decisions.

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](#).)
English language learners (ELLs) are identified by a team lead by Marsha Schwartz, a fully certified English as a second language teacher. She is assisted by the pupil accounting secretary, guidance staff and the assistant principals. The Home Language Identification Survey (HLIS) is given to the parent by Marsha Schwartz, and when possible (Mandarian, Korean and Spanish), an adult who speaks the student's/family's native language. Chia Mizutani, guidance counselor, or George Fitting, assistant principal, speak Mandarin; Christine Colligan, parent coordiantor, speaks Korean; Lance Peltzer, formerly a bilingual Spanish teacher and currently a guidance counselor, speaks Spanish. Often families come with a translator. If needed, the Department of Education Translation Services are utilized. Marsha Schwartz administers an informal oral interview with the assistance of an appropriate translator. If it is determined that the student speaks a language other than English, the LAB-R is administered by Marsha Schwartz well within the first ten days of enrollment. If the student does not score proficient on the LAB-R and her/his native language is Spanish, the Spanish LAB is administered. Rita Petosa, an assistant principal, and a member of the guidance staff, in conjunction with Marsha Schwartz, then evaluate the data and determine the ESL class placement; the latter is made by grade (6, 7, 8) and proficiency level (Beginning [B]; Intermediate [I]; Advanced [A]) determined from the LAB-R raw score or a NYSESLAT score from a previous administration.
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.
During the admission process, the parent is given a Program Selection Form and the opportunity to view the video describing the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). He/she is also provided with research data about the models. At the beginning of the school year, parents/families of newcomers are invited in groups to an orientation which took place in the 2012-13 school year on Tuesday, September 11, 2012 and every Tuesday thereafter depending on admissions. The meetings are conducted by Marsha Schwartz, assisted by Christine Colligan, Parent Coordinator, Lindsay Kahl, Chia Mizutani and Lance Peltzer, guidance counselors as well as Ida Bulluck, George Fitting and Rita Petosa, assistant principals. The orientation is held within the first ten days of admission. The parent completes the Program Selection Form and lists the programs in order of preference. If a program not currently offered (Transitional Bilingual, Dual Language) is chosen, then Marsha Schwartz, assisted by the guidance staff, tries to help identify a school that offers the chosen progeram. If the parent selects the Freestanding ESL program , which is currently available based on a review of the Program Selection Forms in May/June 2013, the student is programmed accordingly. Program Selection Forms are constantly reviewed by Marsha Schwartz to determine if there are enough choices for the Transitional Bilingual or Dual Language Program to warrant a change in the school offerings. Should this occur, parent outreach would be conducted by phone and in the parent's native language. Marsha Schwartz also monitors the HLIS forms to insure that the original is placed in the student's record folder while a copy is kept in a folder on file in the records room.
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 [\[see tool kit\]](#).)
For new students, every effort is made to obtain the Parent Survey and Selection forms at the parent orientation within the first ten days. Parents are invited to the orientation in writing in English as well as Mandarian, Korean and Spanish. The school messenger also sends out the invitation in various languages. In addition, the Parent Coordinator, assisted by the Department of Education Translation Services, calls parents. As a result, our parents have been highly responsive to our outreach. Hence we have been very successful in obtaining the return of the Parent Survey and Program Selecction forms. Marsha Schwartz, assisted by the other four English as a second language teachers, ensures that the entitlement letters are distributed. Copies of the letters are kept in the records room.
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.
Once identified, English language learners are scheduled into ESL classes according to grade and proficiency level. Parents are advised verbally and in writing, in their native language as well as English. The verbal communication is done by Chia Mizutani (Mandarian), George Fitting (Mandarin), Christine Colligan (Korean), or Lance Peltzer (Spanish). The Department of Education Translation Services provide us with written translation of all materials as well as verbal translation in other native languages. (Note, however, that currently sixty-nine and sixty-seven hundredths percent (69.67%) of our ELLs are Chinese speaking and seventeen and sixty-two hundredths percent (17.62%) are Spanish speaking.) Placement is based on the results of the LAB-R given within ten days of enrollment or the NYSESLAT taken each Spring. For new students, placement letters as well as student programs are

distributed by Marsha Schwartz, assisted by the aforementioned bilingual staff members. Continuing entitlement letters are distributed by the English as a second language teachers. A database is used to maintain records of the placement as well as continuing entitlement letters. Copies are kept on file in the records room. The Program Selection Forms are reviewed by Marsha Schwartz periodically to ensure that parent choice is being honored.

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.

All ELLs are appropriately scheduled to take the Speaking subtest of the NYSESLAT with one of the four out of five ESL teachers who do not teach the student. The Listening, Reading and Writing subtests are tested in small groups by official classes on the days designated by the New York State Department of Education. Makeups are administered during the testing period as needed.

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. [①](#)

After reviewing the Parent Survey and Program Selection forms for the past three years, an overwhelming number of parents (98 to 99%) have opted for the Freestanding ESL program now being offered. These forms are reviewed periodically (every three months) by Marsha Schwartz to see if there is a change in the current selection trend.

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])?
- a. ELLs are placed in an appropriate class which is taught by licensed, subject specialists in English as a second language, social studies, science and mathematics. Advanced students also receive instruction in English language arts. We are implementing a departmentalized organizational model.
- b. The classes, which are block programmed, contain students who are homogeneous by grade but heterogenous by English proficiency level.
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)?

In order to ensure that the mandated number of instructional minutes is provided based on the proficiency levels in the Freestanding ESL program, the students are grouped by grade (6, 7 and 8) and proficiency level (beginning, intermediate or advanced) for English as a second language instruction.

a. ELLs are scheduled for eight periods or 360 minutes per week of ESL (beginning or intermediate students), or eight periods or 360 minutes per week of English language arts and four periods or 180 minutes per week of ESL (advanced level students).

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.

In addition, ELLs are scheduled for at least eight periods of mathematics per week; six periods of social studies per week; six periods of science per week and two periods of physical education per week. Mathematics, social studies, science and physical education classes are taught in English, using ESL strategies, by fully certified subject specialists. ESL strategies include scaffolding, use of concrete materials, visuals (graphic organizers, pictures), questioning strategies that foster student learning of the subject as well as English, use of controlled vocabulary as well as the development of academic English across subject areas. Students are required to come to school with bilingual dictionaries. Longmann dictionaries are available in all classrooms. Specific textbooks in social studies and science have been selected because of their controlled vocabulary and visuals. All classrooms have levelled libraries. Teachers provide additional materials from various computer sites. Students use laptops for research for exit projects in social studies and science. Document cameras are used in mathematics classes to share student work. Moreover, additional reading/writing instruction is offered for four periods per week. The Uptown Education program is being utilized by the reading/writing teachers; a Pearson Longmann series as well as levelled classroom libraries are also being utilized. In order to support our instructional program for English language learners, subject area specialists have received and will continue to receive professional development with regard to ESL strategies and differentiated instruction in order to make the content comprehensible for English language learners. Brienza provided the professional development during the 2012-13 school year. In addition, congruence is maintained between the English as a second language specialist and subject teacher through the use of congruence forms. English as a second language teachers provide native language support for the content areas with the help of the bilingual dictionaries in their classrooms as well as their iPads.

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

Where applicable, standardized tests are ordered in the students' native languages. For example, students are tested in their native languages for the New York State Mathematics Test as well as Spanish and Chinese on the grade 8 New York State Science Test. Moreover, the periodic assessment in mathematics is administered in Spanish since the translation is available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Supervisors examine teacher lesson plans and tests as well as observe lessons to ensure that all four modalities of English acquisition are utilized for evaluation throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students receive differentiated instruction and participate in the extended day program. In addition, peer tutoring is provided.

b. Newcomers, 61.5% of our ELLs, are grouped by level and grade for ESL. ESL specialists help them acclimate to their new country, community and school. Moreover, in order to assist ELLs in preparing for the New York State English Language Arts Test they are required to take after one year, they receive additional periods in reading/writing. The Uptown Education program and Pearson Longmann series as well as classroom libraries are being utilized.

c. ELLs who have reached proficiency on the NYSESLAT are scheduled an extended day class for continuing transitional support. These students continue to receive testing modifications both on classroom and standardized tests.

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?

ELL-SWDs receive all mandates identified in the IEP, in addition to ESL. Special education teachers received training in the Uptown Education program and are using it with their students. ELL-SWDs are scheduled into the appropriate special education program (SETSS, ICT, 12:1:1 class) according to their IEP. They are taught by fully licensed special education teachers who are departmentalized. In addition, students are scheduled for ESL by grade and proficiency level based on their NYSESLAT score and taught by fully certified ESL teachers. Where appropriate, an alternate placement paraprofessional who speaks the students' native language attends the ESL class with the student.

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?

ELL-SWDs are scheduled for ESL with their peers according to grade level and NYSESLAT score. Special education classes are programmed so that students can take ESL with their non-disabled peers.

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:

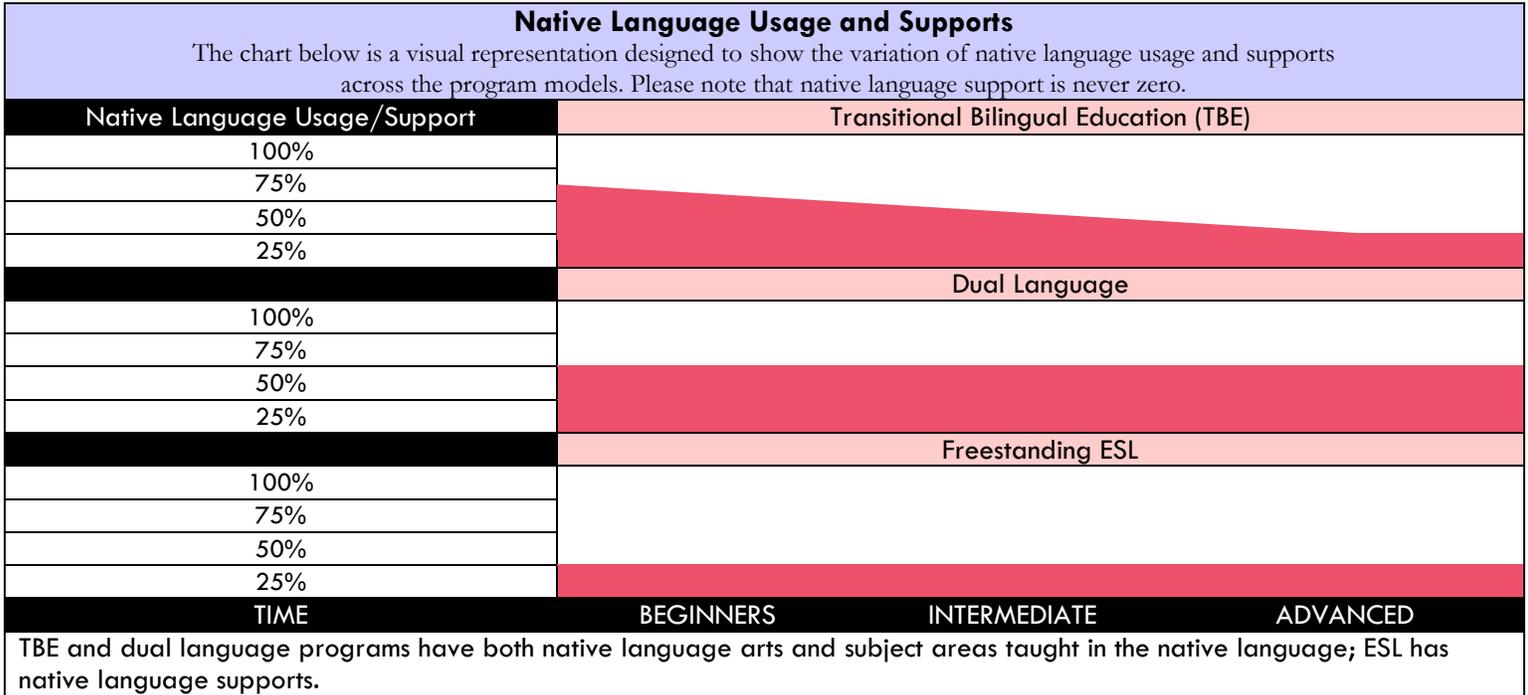
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
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



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.
- Targeted intervention services for ELLs include:
- bilingual Spanish mathematics and bilingual Chinese mathematics classes afterschool for newcomers.
 - extended day classes in literacy for ELLs. Specifically, these classes which are co-taught by an English language arts and English as a second language specialist, aim to prepare our ELLs for the New York State English Language Arts Test.
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 current program seems to be meeting the needs of our ELLs based on reports showing that we are meeting our targets as well as by tracking individual student progress.
11. What new programs or improvements will be considered for the upcoming school year?
- We are currently examining materials, recommended by the New York City Department of Education, which address the Common Core Standards. In addition, we look to update our Read-180 software.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued. Our programs will only be enhanced.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are involved in all programs offered, including volleyball, musical theatre and various clubs (guitar, cooking). ESL teachers and their students look forward to participating in a new Arts Connection Grant. Specifically, a theatre artist will plan lessons and co-teach our ELLs with our ESL teachers. Moreover, utilizing a grant received with Flushing Council on the Arts, an artist will be working with our ELLs on storytelling/theatre. Title III funding will be utilized to provide additional afterschool programs for our ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In addition to appropriate textbooks, classroom libraries and magazines (Time For Kids, Junior Scholastic), Scholastic Read-180 is utilized, particularly with our intermediate and advanced ELLs. This computer program allows the teachers to test and then customize instruction for each English language learner. We will also continue to use Uptown Education, a web-based program. Moreover, we are examining how to best use our new Nexus Lab to support instruction for our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Supplemental native language instruction is provided when a need is identified. Spanish bilingual mathematics classes and Chinese bilingual mathematics classes are being planned for recently arrived students. They will be taught by licensed mathematics teachers who speak English and Spanish or English and Chinese respectively. Also, we have purchased bilingual picture dictionaries in Chinese and Spanish, the primary native languages of our students (69.7% speak Chinese; 17.6% speak Spanish), to support our newly arrived ELLs. Additionally, we have a supply of word-for-word dictionaries in Chinese, Spanish, Korean, etc.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Required support services, and resources correspond to ELLs' ages and grade levels. Students generally use the same textbooks and other materials as their non-ELL peers.
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.
- In order to assist newly enrolled students at the beginning of the school year, a summer orientation is planned for the last week in August. Acclimation to their new school is emphasized.
18. What language electives are offered to ELLs?
- Not applicable.
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)?

Not applicable.

C. Professional Development and Support for School Staff

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

1. In order to support the instructional program for ELLs, ongoing professional development to address instructional planning as well as congruency between subject teachers and ESL specialists, has been conducted by the assistant principals. When appropriate, professional development includes paraprofessionals and guidance counselors. Secretaries attend professional development conducted by the Network. The Parent Coordinator often attends sessions outside the school. Teachers also identify and attend workshops offered by the Network, Department of Education and/or various professional organizations. Additionally, teachers have formed study groups. For example, various groups of teachers are reading, "Pathways to the Common Core, Accelerating Achievement" (Lucy Calkins, Mary Ehrenworth, Christopher Lehman; Heinemann; Portsmouth, N.H., 2012). Moreover, during the course of the school year, our social studies and science teachers have received professional development with a focus on ELLs from Brienza.

2. Teachers of ELLs meet in curriculum meetings during the day and on Wednesday afternoons to develop curriculum maps, write/share lessons, and prepare performance tasks related to the Common Core Learning Standards. They utilize online resources.

3. Guidance Counselors receive training to assist ELLs as they transition from elementary to middle school and/or middle to high school by attending workshops, mostly online. Teachers are provided with information about their students including date of entry, NYSESLAT or LAB-R scores and teacher reports from their previous schools.

4. Since we have mostly a veteran staff, all teachers have received the required 7.5 hours of ELL training as per Jose P. However, training continues according to specific need. New staff members receive training. Records are maintained in teacher files.

D. Parental Involvement

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

1. Monthly parent workshops are planned by our parent coordinators. Topics include: the high school admissions process, the social studies exit project, how to communicate with your child, homework help, the science exit project, the periodic assessments in ELA and mathematics, reading, preparation for the next grade, and preparation for summer vacation. A student translation team is available to speak with groups of parents in their native languages.

2. Our school partners with Flushing Council on the Arts as well as the YMCA Beacon Program. Both organizations provide workshops and/or services for ELL parents. For example, adult ESL, citizenship and computer classes are offered by the YMCA Beacon Program. Flushing Council on the Arts offers parents tickets to performances as well as exhibits. These organizations have bilingual staff available.

3. Parents are given opportunities to articulate their needs/interests both in formal and more informal settings. Surveys translated into Mandarin, Korean and Spanish are distributed at monthly parent meetings and reviewed by the Parent Coordinator. She also has Chat-n-Chew meetings on Wednesday mornings.

4. Parent involvement activities are planned around the needs/interests that parents have articulated. A Student Translation Team supports the native language needs so that effective communication can occur. In addition, bilingual staff (Chia Mizutani, Lance Peltzer, Michael Cao, Zhanguo Jin, Claude Morell, Minelly Mercado-Walter, Luis Saltos, Sewoong Youn, etc.) assist with translation as does the Department of Education Translation Services. As parents have requested additional assistance with the high school admission process, we are offering workshops at different times during the day as well as in the evening.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Daniel Carter Beard

School DBN: 25Q189

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cindy Diaz Burgos	Principal		6/17/13
Rita Petosa	Assistant Principal		6/17/13
Christine Colligan	Parent Coordinator		6/17/13
Marsha Schwartz	ESL Teacher		6/17/13
David Kim	Parent		6/17/13
Howard Sauerhof Mathematics	Teacher/Subject Area		6/7/13
Dorina Sferrazza ESL	Teacher/Subject Area		6/17/13
	Coach		
	Coach		
Chia Mizutani	Guidance Counselor		6/17/13
Gerard Beirne	Network Leader		6/17/13
Ida Bulluck	Other <u>Assistant Principal</u>		6/17/13
George Fitting	Other <u>Assistant Principal</u>		6/17/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q189 School Name: Daniel Carter Beard JHS

Cluster: D. Maldonado Network: 536

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.

To ensure that all parents are provided with appropriate and timely information in a language they understand, we ...

- Examine the HLIS's completed upon admission.
- We check as well as enter for new students, the language preference on ATS.

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

We found that an overwhelming majority of our parents require written and oral translation in Mandarin, Cantonese or other Chinese dialect (212) and Spanish (71). In addition, nine parents require translation in Korean, nine parents require translation in Urdu, seven parents require translation in Bengali, five parents require translation in Punjabi, two parents require translation in French, Arabic, Philipino, as well as Darsi, and one parent requires translation in Vietnamese, Pashto, Serbo-Croatian, Gajarati, Hindi as well as Burmese. These findings have been communicated to the school community at staff meetings, team meetings, guidance meetings, P.T.A. meetings and School Leadership Team meetings.

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.

Written translation services are usually sought from the Department of Education Translation Services. The required two weeks notice is provided so that we receive the translated documents in a timely fashion. In-house school staff are also utilized for translation. Parents are provided with a translated Bill of Parents Rights and Responsibilities; other forms have also been translated . . . letters to parents, comments for parent teacher meetings, agendas, etc. Moreover, iPads are utilized to gain access to translations at various sites.

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

Oral interpretation services are provided in-house by school staff and where appropriate, by a student translation team. The Department of Education Translation Services are also used.

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

All the requirements of Section VII of the Chancellor's Regulations A-663 regarding notification requirements for translation and interpretation services are reviewed each year to ensure that they are in place. Specifically, translated versions of the Parent Bill of Rights and Responsibilities are provided to parents who require language assistance; a sign is posted near the primary entrance to the school indicating the availability of interpretation services; our safety plan includes procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers; parents of students who speak a primary language other than English or a covered language shall obtain from the Translation and Interpretation Unit, a translation into such language of the signage and forms required.



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Daniel Carter Beard JHS 189Q	DBN: 25Q189
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 4
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: Afterschool Title III Mathematics Instructional Program for ELLs

Mandarin Chinese After School Mathematics Program

These classes will contain up to twenty newcomers in sixth, seventh or eighth grade whose native language is Mandarin and be taught by a fully certified, bilingual teacher in mathematics. The teacher will teach 20 newcomer ELL's mathematics content and develop deeper understanding of the concepts through the use of native language (Mandarin Chinese) and English. These classes will meet for one hour and a half hours on Wednesdays, Thursdays and Fridays, 2:30-4:00pm, according to grade level, from November 2014 to March 2015. Instruction will be provided in Mandarin Chinese and in English.

Afterschool ESL/ELA Literacy Instructional Program for ELLs

The ESL/ELA Literacy program will take place from November 2014 to March 2015, three afternoons per week (Wednesday, Thursdays and Fridays) from 2:30-4:00pm. Three groups of 20 ELLs will be grouped per proficiency level in Reading and Writing as per their NYSESLAT and NYSITELL scores and instructed after school, once a week, by grade, by teams of ESL certified teachers and ELA teachers who will co-teach in developing English language learners' academic English and literacy. Materials used to support ESL/ELA instruction will include a variety of fiction and non-fiction books, technology and software at no cost to Title III. New York State English Language Arts preparation books and classroom supplies to support the program will be purchased. The rationale is the ELA and ESL data that indicates the need to more targeted ESL and ELA instruction so that ELLs can increase achievement in ELA and the NYSESLAT.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: ELL Study Group

Six teachers and a supervisor will meet after school for six sessions once a week in the afternoon, for six weeks (November 2014-March 2015) for one hour to continue their study of "Pathways to the Common Core, Accelerating Achievement" by Lucy Calkins, Mary Ehrenworth and Christopher Lehman (Heinemann, 2012), discuss effective strategies, make connections to the school's instructional program, student work, and explore enhancements to the Title III instructional program based on the discussions.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Engagement Activities

Parents of English language learners will meet once a month with Dorina Sferrazza, a fully certified English as a Second Language teacher and Christine Colligan, parent coordinator on Wednesdays, 10:00-11:00am from November 2014-March 2015. Topics will include: ways of increasing English literacy at home; the English Language Arts Test and its various components; the New York State English as a Second Language Achievement test and its various components. Parents will be invited in writing in English, Mandarin, Spanish and Korean. The school messenger will also reach out to families by phone as well.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____