

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** RACHEL CARSON INTERMEDIATE SCHOOL 237, MAGNET SCHOOL  
FOR THE ARTS

**DBN (i.e. 01M001):** 25Q237

**Principal:** JUDITH FRIEDMAN

**Principal Email:** JFRIEDM@SCHOOLS.NYC.GOV

**Superintendent:** DANIELLE DIMANGO

**Network Leader:** DANIEL PURUS

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Judith Friedman	*Principal or Designee	
Rosanne Kiviat	*UFT Chapter Leader or Designee	
Sonya Bradley Little	*PA/PTA President or Designated Co-President	
Judith Buffamante	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Geethani Jayasinghe	Member/ Parent	
Kelly Niu	Member/ Parent	
Jin Lau	Member/ Parent	
Scott Scherquist	Member/ Teacher	
Marilyn DeMauro	Member/ Teacher	
Asha Bendalam	Member/ Parent	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, "all" students will demonstrate improved proficiency in English language arts as evidenced by a 10% increase in the percent of students achieving at level 3 or 4 on the New York State ELA exam.

### **Comprehensive Needs Assessment**

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

The Spring 2014 testing in the area of English language arts revealed that 31.9% of all students tested demonstrated proficiency by attaining a level 3 or 4 on the exam. This is about the same as the results in the previous year when 31.6% of all tested students attained level 3 or 4. The data are consistent with test results experienced by peer schools throughout the city. Analysis of our significant subgroups is similar to that of "all" students. Students with disabilities and limited English proficient students did not fare well on the Spring 2014 ELA test. For students with disabilities, we saw a slight improvement at Levels 1 and 2 and no improvement at Levels 3 and 4: 60% scored at Level 1 compared to 67% the previous year and 35% scored at level 2 compared to 28% the previous year. Likewise in the LEP subgroup 74% of LEP students scored at Level 1 compared to 76% the previous year and 25% scored at Level 2 compared to 23% the previous year with achievement at Levels 3 and 4 remaining equally low compared to the previous year. It is noteworthy that students with disabilities and those considered LEP amount to more than 30% of the students we serve. The data is disappointing and will serve as a basis in our efforts move forward in this era of the Common Core. We will need to address revised instructional expectations in our efforts to increase college and career readiness among our students.

Additionally, we face a significant challenge in the advancement of English language skill acquisition due to the diminished dependence on English in the local community. Evidence of this is all around us. The preponderance of commercial signs in the downtown area which provide general information and advertising material are not written in English. Some establishments only offer written material in languages other than English. We will offer services and implement programs which promote language acquisition within our community.

As a result of our analysis, language arts instruction will be one of the priorities for the coming school year when making decisions regarding the allocation of resources available for instructional services, programs, and materials. With regard to our significant subgroups (students with disabilities and LEP), resources will be allocated in order to provide additional opportunities for these students to advance their skills in the area of language acquisition, reading comprehension, and writing.

### **Instructional Strategies/Activities**

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

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

- Units of instruction to be aligned with Common Core Learning Standards
  
- Focus on The Four Pillars applicable to middle schools and students.
  
- Engage partnerships and implement supplemental and after hours programs in support of literacy:
  - City University of NY Creative Arts Team (CAT):  
to enhance literacy through drama
  
  - Saturday ESL instruction

- Young Debaters
- New York Historical Society
- Roundabout Theater
- Magic Box
- *Special Edition* (a periodical publication)
- Homework Help
- AIS

- Promote learning through instructional scaffolding
- Use the School Quality Guide to assist in planning
- School wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)
- Writing with an emphasis on evidence to inform, take a position, or make an argument
- Teaching strategies which support using, facts, evidence, laws, to support claims
- Instruction consistent with preparing students for ‘real world’ situations, college and career readiness
- Emphasize literary experiences in planning and instruction
- Teacher teams (including ESL and special education teachers), will adapt units to provide multiple entry points for all learners
- Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit

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

- Administrators to monitor school wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)
- Teachers to employ multiple entry point strategies, scaffolding, and emphasize literary experiences in planning and instruction
- Partnerships enumerated in Part A above
- Under the leadership of Mrs. Friedman, administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers, guidance personnel, and network support specialists will have a role in implementing this plan from the beginning of the school year to the point at which success will be assessed in June 2015.
- Principal, AP’s, teachers and outside resources (including Network personnel) to plan and conduct professional development.

- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ESL students face.

- Translation services provided to support ELL students and families.

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

- After gathering baseline data in the fall, an informal assessment system will assist in midyear monitoring of progress.
- Student work products and outcomes to serve as evidence school wide focus
- Achieve 3000 computer program provides an opportunity to monitor progress for LEP students.
- Progress will be monitored and adjustments to instruction made through the winter. A review of the 2014-15 ELA scores will serve as the measure of success in June 2015.

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

Planning for programs and programming will start before the beginning of the school year. Implementation of goal related instructional strategies and application of resources will commence in September and are planned to continue through the end of the year. Baseline data will be gathered in the fall from all available resources. A midyear assessment will guide adjustments to the action plan.

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

- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.
- Programming of special education classes to provide opportunities to share best practices in content area instruction.
- Provide support instruction/services (guidance, AIS, Advisory period instruction). Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.
- Teacher teams assess needs and develop strategies to support instruction during Advisory extended periods.
- Opportunities provided for teachers to meet and share best practices.
- Create push in and pull out (leveled) ESL classes.
- Classes to be organized for ESL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ESL teachers.
- After school programs led by ESL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in small group settings.
- Students identified and provided with AIS services. Students assigned to Advisory periods for targeted assistance in language arts and skills appearing on the NYS ELA assessment
- Provide professional development for teachers to advance strategies which address content area instructional techniques for ELL's by principal, AP's, teachers, and outside resources.

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

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

- Provide parents with written and verbal progress reports.
- Use resources to provide translation services.
- Provide parents with information about programs and instruction to increase their effectiveness at home when working with and monitoring students' work.
- Assist parents in understanding standards and assessments.
- Parent coordinator to share language arts goals of School Leadership Team with parents and at meetings.
- Provide copies of IS 237 Parent Involvement Policy to staff members
- Provide web based opportunities for parents to monitor students' work, progress, and grades (ARIS, Pupil Path, IS 237 website)
- Familiarize parents with educational issues, ie Common Core, High School articulation, Assessment programs
- Teachers to assist parents and students in the use of Achieve 3000 at home
- Plan and develop school based programs that are open to students and parents.
- Encourage teachers and all school personnel to share information with parents about resources available to them regarding life at IS 237 when in contact about other matters.
- Principal to lead effort to include parent involvement in all appropriate endeavors.
- Host annual Title I parent meeting.

***Budget and Resource Alignment***

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

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, "all" students will demonstrate improved proficiency in mathematics as evidenced by a 10% increase in the percent of students achieving at level 3 or 4 on the New York State Math exam.

### **Comprehensive Needs Assessment**

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

The Spring 2014 testing in the area of mathematics revealed that 54.8% of all students tested demonstrated proficiency by attaining a level 3 or 4 on the exam. This is up from results in the previous year when 49.7% of all tested students attained level 3 or 4 and in line with our established goal. The results are consistent with test results experienced by NYC peer schools. The data are encouraging and will serve as a basis in our efforts to continue forward in this era of the Common Core.

Analysis of the significant subgroups (students with disabilities and LEP) also showed improvement. In 2014, 21.6% of students with disabilities scored at Levels 3 or 4 compared to 12% in 2013. Among LEP students, 49.3% of students scored at Levels 3 or 4 compared to 45% the previous year.

Mathematics instruction will continue as one of the priorities for the coming school year when making decisions regarding the allocation of resources available for instructional services, programs, and materials. With regard to our significant subgroups (students with disabilities and LEP), resources will be allocated in order to provide additional opportunities for these students to advance their skills in the area of mathematics.

### **Instructional Strategies/Activities**

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

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

- Units of instruction to be aligned with Common Core Learning Standards
  
- Focus on The Four Pillars applicable to middle schools and students.
  
- Address testing strategies and techniques
  
- Implement after supplemental and after hours programs in support of literacy:
  - Saturday ESL instruction
  
  - Homework Help
  
  - AIS
  
- Promote learning through instructional scaffolding
  
- Use the School Quality Guide to assist in planning
  
- Writing with an emphasis on evidence to inform, take a position, or make an argument
  
- Teaching strategies which support using, facts, evidence, laws, to support claims

- Instruction consistent with preparing students for ‘real world’ situations, college and career readiness
- Teacher teams (including ESL and special education teachers), will adapt units to provide multiple entry points for all learners
- Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit

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

- Administrators to monitor school wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)
- Teachers to employ multiple entry point strategies, scaffolding, and emphasize literary experiences in planning and instruction
- Under the leadership of Mrs. Friedman, administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers, guidance personnel, and network support specialists will have a role in implementing this plan from the beginning of the school year to the point at which success will be assessed in June 2015.
- Principal, AP’s, teachers and outside resources (including Network personnel) to plan and conduct professional development.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ESL students face.
- Translation services provided to support ELL students and families.

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

- Teacher prepared uniform assessments will serve to monitor progress.
- Student work products and outcomes to serve as evidence school wide focus
- Progress will be monitored and adjustments to instruction made through the winter. A review of the 2014-15 Math scores will serve as the measure of success in June 2015.

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

Planning for programs and programming will start before the beginning of the school year. Implementation of goal related instructional strategies and application of resources will commence in September and are planned to continue through the end of the year. Baseline data will be gathered in the fall from all available resources. A midyear assessment will guide adjustments to the action plan.

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

- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.
- Programming of special education classes to provide opportunities to share best practices in content area instruction.
- Provide support instruction/services (guidance, AIS, Advisory period instruction). Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.
- Teacher teams assess needs and develop strategies to support instruction during Advisory extended periods.
- Opportunities provided for teachers to meet and share best practices.

- Create push in and pull out (leveled) ESL classes.
- Classes to be organized for ESL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ESL teachers.
- After school programs led by ESL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in small group settings.
- Students identified and provided with AIS services. Students assigned to Advisory periods for targeted assistance in language arts and skills appearing on the NYS ELA assessment
- Provide professional development for teachers to advance strategies which address content area instructional techniques for ELL's by principal, AP's, teachers, and outside resources.

**Strategies to Increase Parental Involvement**

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

- Parent coordinator to share math goals of School Leadership Team with parents and at meetings.
- Provide parents with written and verbal progress reports.
- Use resources to provide translation services.
- Provide parents with information about programs and instruction to increase their effectiveness at home when working with and monitoring students' work.
- Assist parents in understanding standards and assessments.
- Provide copies of IS 237 Parent Involvement Policy to staff members
- Provide web based opportunities for parents to monitor students' work, progress, and grades (ARIS, Pupil Path, IS 237 website)
- Familiarize parents with educational issues, ie Common Core, High School articulation, Assessment programs
- Teachers to assist parents and students in the use of Achieve 3000 at home
- Plan and develop school based programs that are open to students and parents.
- Encourage teachers and all school personnel to share information with parents about resources available to them regarding life at IS 237 when in contact about other matters.
- Principal to lead effort to include parent involvement in all appropriate endeavors.
- Host annual Title I parent meeting.

**Budget and Resource Alignment**

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

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

### Goal and Action Plan #3

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

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

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

By June 2015, intermediate and marginally advanced English language learners will show advancement in the area of English language arts as evidenced by 60% of these students attaining a minimum of 90 Lexile points on the Achieve 3000 post test.

#### **Comprehensive Needs Assessment**

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

The Spring 2014 testing in the area of English language arts revealed that 1% of LEP students tested demonstrated proficiency by attaining a level 3 or 4 on the exam. This is unchanged compared to results in the previous year and discouragingly low. The new and more rigorous test has proved to be quite a challenge for these students and feel it is not appropriate as a benchmark to measure progress. As a result, Achieve 3000 data was used as the basis for the goal to measure achievement. Our goal last year was for 60% of intermediate level students to attain at least 70 Lexile points by the end of the year. The result was that approximately 80% achieved the goal. This year we have increased our goal, as indicated below, such that 60% of intermediate and marginally advanced LEP students will attain at least 90 Lexile points by the end of the school year.

A significant challenge we face in the advancement of English language skill acquisition is the diminished dependence on English in the community outside the school. Evidence of this is all around us. The preponderance of commercial signs in the downtown area for advertising as well as others which provide general information are not written in English. Some establishments only offer written material in languages other than English. The LEP population relative to the total student population continues to be quite high at approximately 20-25%. Finally, within the LEP subgroup, 10% have an identified learning disability and are also included in the Students with Disabilities subgroup.

Based on this analysis, the School Leadership Team will make progress in language acquisition and proficiency for English language learners one of the priorities for the coming school year. There will be a continued focus in the area of language arts instruction for all students. With regard to the identified group of LEP students, resources will be allocated in order to provide additional opportunities for these students to advance their skills.

#### **Instructional Strategies/Activities**

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

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

- Continue to use Achieve 3000
- ESL teachers and students to increase integrated model
- Units of instruction to be aligned with Common Core Learning Standards
- Focus on The Four Pillars applicable to middle schools and students.
- Engage partnerships and implement after supplemental and after hours programs in support of literacy:
  - City University of NY Creative Arts Team (CAT):  
to enhance literacy through drama

- Saturday ESL instruction
- Young Debaters
- New York Historical Society
- Roundabout Theater
- Magic Box
- *Special Edition* (a periodical publication)
- Homework Help
- AIS

- Promote learning through instructional scaffolding
- Use the School Quality Guide to assist in planning
- School wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)
- Writing with an emphasis on evidence to inform, take a position, or make an argument
- Teaching strategies which support using, facts, evidence, laws, to support claims
- Instruction consistent with preparing students for ‘real world’ situations, college and career readiness
- Emphasize literary experiences in planning and instruction
- Teacher teams (including ESL and special education teachers), will adapt units to provide multiple entry points for all learners
- Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit

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

- Administrators to monitor school wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)
- Teachers to employ multiple entry point strategies, scaffolding, and emphasize literary experiences in planning and instruction
- Partnerships enumerated in Part A above

- Under the leadership of Mrs. Friedman, administrators, special education site supervisor, teachers, paraprofessionals, parent coordinator, outside service providers, guidance personnel, and network support specialists will have a role in implementing this plan from the beginning of the school year to the point at which success will be assessed in June 2015.
- Principal, AP's, teachers and outside resources (including Network personnel) to plan and conduct professional development.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ESL students face.
- Translation services provided to support ELL students and families.

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

- Achieve 3000 computer program provides opportunity to monitor Lexile score progress during the year.
- Baseline data will be gathered in the fall.
- Student work products and outcomes to serve as evidence school wide focus
- Progress will be monitored and adjustments to instruction made through the winter.

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

Planning for programs and programming will start before the beginning of the school year. Implementation of goal related instructional strategies and application of resources will commence in September and are planned to continue through the end of the year. Baseline data will be gathered in the fall from all available resources. A midyear assessment will guide adjustments to the action plan.

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

- Classes to be organized for ESL students which employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both an experienced language arts and ESL teachers.
- The house based design of the IS 237 program heightens teacher involvement and enhances interaction by including common meeting times to evaluate data and make decisions regarding instruction.
- Programming of special education classes to provide opportunities to share best practices in content area instruction.
- Provide support instruction/services (guidance, AIS, Advisory period instruction). Before and after school programs provide opportunities for special education or general education core subject teachers to address ELA skills and test taking techniques.
- Teacher teams assess needs and develop strategies to support instruction during Advisory extended periods.
- Opportunities provided for teachers to meet and share best practices.
- Create push in and pull out (leveled) ESL classes.
- After school programs led by ESL or general education core subject teachers to address ELA skills, test taking techniques, and provide assistance with homework in

small group settings.

- Students identified and provided with AIS services. Students assigned to Advisory periods for targeted assistance in language arts and skills appearing on the NYS ELA assessment
- Provide professional development for teachers to advance strategies which address content area instructional techniques for ELL's by principal, AP's, teachers, and outside resources.

**Strategies to Increase Parental Involvement**

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

- Provide parents with written and verbal progress reports.
- Use resources to provide translation services.
- Provide parents with information about programs and instruction to increase their effectiveness at home when working with and monitoring students' work.
- Assist parents in understanding standards and assessments.
- Parent coordinator to share language arts goals of School Leadership Team with parents and at meetings.
- Provide copies of IS 237 Parent Involvement Policy to staff members
- Provide web based opportunities for parents to monitor students' work, progress, and grades (ARIS, Pupil Path, IS 237 website)
- Familiarize parents with educational issues, ie Common Core, High School articulation, Assessment programs
- Teachers to assist parents and students in the use of Achieve 3000 at home
- Plan and develop school based programs that are open to students and parents.
- Encourage teachers and all school personnel to share information with parents about resources available to them regarding life at IS 237 when in contact about other matters.
- Principal to lead effort to include parent involvement in all appropriate endeavors.
- Host annual Title I and ESL parent meetings.

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

By June 2015, parent involvement will increase as evidenced by 50% of students' parents or guardians having used available web based interactive tools.

### **Comprehensive Needs Assessment**

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

The 2013-14 School Quality Guide revealed to us that, while IS 237 was a school in good standing, the school environment category was rated as "approaching target." In order to address this and in collaboration with the School Leadership Team, it was decided to devote resources to increasing the involvement of parents in order to enhance the school environment.

### **Instructional Strategies/Activities**

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

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

- Provide copies of IS 237 Parent Involvement Policy to staff members
- Provide web based opportunities for parents to monitor students' work, progress, and grades (ARIS, Pupil Path, IS 237 website)
- Provide Middle School Quality Snapshot for parents
- Provide for parents opportunities to be made aware of policies, practices, and goings on at IS 237 via the web and alternate media.
- Familiarize parents with educational issues, ie Common Core, High School articulation, Assessment programs
- Teachers to assist parents and students in the use of Achieve 3000 at home
- Publicize "The Four Pillars"
- Plan and conduct meetings/conferences, ie Title I, ESL program
- Plan and develop school based programs that are open to students and parents.
- Encourage teachers and all school personnel to share information with parents about resources available to them regarding life at IS 237 when in contact about other matters.
- Provide programs and activities of interest to parents: Saturday ESL program at IS 237, Parents as Artists (art, music, dance) program at IS 237, *Special Edition* periodical report to parents about our Special Education program
- Principal to lead effort to include parent involvement in all appropriate endeavors
- Plan meetings/conferences for parents' benefit (Title I, ESL, high school articulation, et al
- Work with school constituencies to determine other opportunities for parents to be aware and involved in school life.

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

- All school personnel to be aware of our goal to increase parent involvement and how, in their respective roles, they can be supportive.
- Tech hardware, software, and services needed to facilitate action plan items
- Provide translation services for various events and venues to include non English speaking parents in school life
- Provide bilingual guidance counselor service
- Resources for creating inviting PTA meetings
- Provide a variety of afterhours programs for students and parents
- Assign administrative time to monitor progress

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

- Monitor use of various web based interactive tools.
- Monitor attendance at school and parent functions.
- Invite and analyze feedback from parents.

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

Planning for programs and programming will start before the beginning of the school year. Implementation of goal related strategies and application of resources will commence in September and are planned to continue through the end of the year. Baseline data will be gathered in the fall and a midyear assessment will guide adjustments to the action plan.

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

- Schedule opportunities for parents to meet with teachers, ie house meetings in addition to DOE parent teacher conferences
- Coordinate planned parents’ meetings/events to avoid possible conflicts with other obligations

***Strategies to Increase Parental Involvement***

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

As indicated in action plan and appropriate sections of Parent Involvement Policy

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Saturday ESL program</li> <li>• Magic Box</li> <li>• Periodical, "Special Edition"</li> <li>• Achieve 3000: A computer based language arts program for ESL and special education students.</li> <li>• Rosetta Stone: a computer based program targeting listening and speaking skills.</li> <li>• CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, two classes are designated as CTT classes. Resources are allocated to provide additional assistance to ELL students.</li> <li>• Arts oriented programs. For students demonstrating talent or interest in one of the performing or visual arts. (Roundabout)</li> <li>• Queens Child Guidance Program (OST): A program with academic, recreational, and meal components.</li> <li>• Emergency Resource Room and Counseling Services: A one to one</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group</li> <li>• Small group</li> <li>• Individual</li> <li>• Small group</li> <li>• Small group and one to one</li> <li>• Small group</li> <li>• Small group and one to one</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• During school day</li> <li>• During school day</li> <li>• During and after school day</li> <li>• During and after school</li> <li>• During school day</li> <li>• During and after school</li> <li>• After school</li> <li>• During school day</li> </ul>

	<p>service for general education students identified by the principal and the PPC as being 'at risk.' Short term (10 weeks) intervention based on student need.</p> <ul style="list-style-type: none"> <li>• Language Arts tutorials</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and on to one</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During and after school day</li> <li>• After school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, two classes are designated as CTT classes. Resources are allocated to provide additional assistance to ELL students.</li> <li>• Emergency Resource Room and Counseling Services: For general education students identified by the PPC as being 'at risk.' Short term (10 weeks) intervention based on student need.</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group and one to one</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• After school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• ESL teachers will work directly with Science teachers in their classes.</li> <li>• Teachers plan for and provide differentiated instruction within the classroom setting</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one to one</li> <li>• Small group and one to one</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During and after the school day</li> <li>• After school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• CTT (Collaborative Team Teaching) Program provides differentiated instruction on a push in basis to AIS students.</li> <li>• Teachers plan for and provide</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Small group and one to one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> </ul>

	<p>differentiated instruction within the classroom setting.</p> <ul style="list-style-type: none"> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> </ul>
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<ul style="list-style-type: none"> <li>• Counseling: ERSS, AIS</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one on one</li> </ul>	<ul style="list-style-type: none"> <li>• During or after school</li> </ul>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- Employ use of open market system
- Make use of New Teacher Finder
- Contact Human Resource Director at CFN to assist in process
- Invite and maintain a file of resumes
- Maintain open communications with teacher training programs at local colleges.
- Speak with retired colleagues involved with the Fellows Program
- Provide professional development opportunities to all new teachers based on individual needs
- Provide new teachers with mentoring assistance. Teachers within the school are a resource as well as experienced retired administrators who provide support and guidance on a one on one basis.

**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 is ongoing at IS 237. It happens every day in the form of one on one formal and informal interaction between an administrator and a teacher. Additionally, teacher-teacher interaction is planned to foster growth in the effectiveness of implementing units of instruction which are aligned with the Common Core mandates. A sampling of topics on which Common Core related PD is planned include the following:

- PD scheduled every Monday after school
- In the area of writing skills.
- To guide teachers in the development of test construction and questioning skills to promote thinking, link instruction to assessment which are aligned with new NYS standardized assessments.
- On and off site training in Common Core Learning Standards
- On the topic of questioning skills
- To promote rigorous instruction

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

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

As a Title I SWP school, Conceptual Consolidation allows IS 237 to combine federal, state, and local funding to implement our

action plans. Funds are used to support such students academically, socially, and emotionally by providing ancillary services, f status guidance services, uniforms, and book bags.

### **SWP Schools Only**

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

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

n/a

#### **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.

As mandated, IS 237 has a MoSL (Measures of Student Learning) committee comprised of teachers from each department. Network and school administrators conducted workshops on the use of MoSL for 2014-15. By consensus, MoSL members agreed not to administer MoSL assessments this year. This decision was confirmed at department conferences. Instead, all departments use teacher prepared uniform unit assessments. They are offered as pre and post tests which are analyzed by class, department, and school.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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

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

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

**Parent Involvement Policy (PIP)**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 25Q237**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$593,401.05	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$33,472.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,989,075.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**DBN: 25Q237**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
--------------	-------------------------------	--	---

	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$593,401.05	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$33,472.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,989,075.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**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: Rachel Carson IS 237	DBN: 25Q237
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 type="checkbox"/> After school <input checked="" 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: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: We are providing supplementary classes to our beginner and intermediate LEP students to accelerate their acquisition of English language skills. Classes will be held from 8:30 to 11:30 AM on Saturdays from January through March for a total of six hours a week for twelve weeks. There will be two classes, each comprised of sixth, seventh and eighth grade beginner and intermediate English language learners. A licensed ESL teacher will teach each of the classes. All instruction will be in English using NYSESLAT Test Prep materials, web-based programs and appropriate Common Core literacy resources.

**Part C: Professional Development**

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

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

Begin description here: All ESL and ELA teachers receive ongoing professional development through Achieve 3000, a program used with our ESL population, and the Teachers College Reading and Writing Project (TCRWP), the literacy curriculum implemented school-wide. A minimum of four full day Achieve 3000 and twenty TCRWP on- and off-site professional development sessions are planned for the 2014-15 school year. Achieve 3000 personnel will provide professional development sessions on enhanced applications of the program and on improved data tracking tools to help teachers better assess students' progress. TCRWP professional development is Common Core-aligned. Together, these professional development opportunities familiarize teachers with a broad range of pedagogical approaches to address the needs of ELLs while at the same time affording them access to Common Core standards and content. During teacher team meetings, ESL teachers inform content area teachers about effective strategies that may be implemented in subject classes and share best practices with colleagues. Teachers also receive SMART Board, Skedula and other training in the use of technology. The ESL supervisor and ESL teachers will attend relevant conferences during the school year and turnkey information to staff as appropriate.

**Part D: Parental Engagement Activities**

**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: Parent engagement activities include daytime and evening workshops conducted by bilingual guidance counselors in such areas as the high school application process and issues related to the New York State Testing Program. Twice a week, from 7:30 AM to 8:00 AM, bilingual staff members will engage in telephone outreach activities to keep parents of ELLs informed about their child's progress. Translators are always available at PTA meetings and workshops. Translated versions of all documents sent home to parents are available in hard copy and posted on the school website. Parents of ELLs are encouraged to participate in our monthly Parents as Artists Series, during which students and their parents engage in an activity related to the visual or performing arts.

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____

**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.
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

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

District <b>25</b>	Borough <b>Queens</b>	School Number <b>237</b>
School Name <b>Rachel Carson Intermediate School</b>		

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

Principal <b>Judith Friedman</b>	Assistant Principal <b>Jeannine Strong</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Marilyn De Mauro</b>	Guidance Counselor <b>T. Tseng</b>
Teacher/Subject Area <b>Anna Gongora/Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>John Polizoto/Social Studies</b>	Parent Coordinator <b>Shirley Bryant</b>
Related Service Provider <b>type here</b>	Other <b>Erika Heintz/ESL</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	1158	Total number of ELLs	292	ELLs as share of total student population (%)	25%
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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	No ✓	If yes, indicate language(s):
Dual language program	Yes	No ✓	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>SELF CONTAINED</b>							1	1	1					3
PUSH IN							1	1	1					3
PULL OUT							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	4	4	4	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	278	Newcomers (ELLs receiving service 0-3 years)	110	ELL Students with Disabilities	38
SIFE	0	ELLs receiving service 4-6 years	100	Long-Term (completed 6+ years)	30

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	166	0	9	76	0	12	12	0	17	292
<b>Total</b>	<b>166</b>	<b>0</b>	<b>9</b>	<b>76</b>	<b>0</b>	<b>12</b>	<b>12</b>	<b>0</b>	<b>17</b>	<b>292</b>

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

\*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																		
																			0	0
																			0	0
																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>  </u> N/A	Number of third language speakers: <u>          </u>
Ethnic breakdown of EPs (Number):	
African-American: <u>      </u>	Asian: <u>      </u>
Native American: <u>      </u>	White (Non-Hispanic/Latino): <u>      </u>
	Hispanic/Latino: <u>          </u>
	Other: <u>          </u>

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							16	14	6					36
Chinese							68	59	83					210
Russian							0	0	0					0
Bengali							2	1	2					5
Urdu							4	4	7					15
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	1					1
Punjabi							2	1	0					3
Polish							0	0	0					0
Albanian							0	0	0					0
Other							11	6	5					22
<b>TOTAL</b>	0	0	0	0	0	0	103	85	104	0	0	0	0	292

## 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

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)							54	34	33					121
Intermediate(I)							18	32	28					78
Advanced (A)							32	30	31					93
Total	0	0	0	0	0	0	104	96	92	0	0	0	0	292

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							22	51	39				
	I							17	9	22				
	A							37	20	29				
	P							21	8	6				
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	20	16	1	0	37
7	39	17	1	0	57
8	32	26	3	0	61
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		11		28		7		36
7	8		11		22		20		61

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	10		17		21		24		72
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	4	2	20	8	28	6	4	0	72
NYSAA Bilingual (SWD)									0

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

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

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Literacy skills of ELLs are assessed by using the LAB-R and NYSESLAT results. These results are used to identify the strengths and weaknesses of the students. They are also good predictors of student performance in upcoming state exams as well in the classroom. These results are used to differentiate and scaffold lessons in order to enhance teaching practices. They are a primer for advanced/intensive planning preparation of lessons to meet each student's individual learning needs. They are also used for grouping and as a baseline for monitoring the progress of the student's educational gains throughout the school year. In addition, this year we are adding the Performance Series Assessment. This is an online reading assessment that will allow the students to assess individual reading levels. The teacher will then use this data to guide instruction. Training to use this new system will be given to all teachers of ELLs within the upcoming school year.

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

In each grade approximately two-thirds of the ELLs are beginners or intermediates. Less than one-quarter of the ELLs are advanced. Out of 292 students who took the NYSESLAT/LAB-R only 76 placed as advanced. This reveals that the majority of ELLs at IS 237 are low functioning in English and need extra help and support.

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

Paste response to question here:

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?

In general, ELLs seem to score better on tests taken in English if the instruction is delivered in English (as it currently is here at I.S.237.) However, in some cases, if the ELL is an NE (non-English speaker) or very new to the U.S.A., it stands to reason that they would benefit (and score higher on) from a translated test or from an oral translation.

b. The school leadership and teachers are using the results of the Periodic Assessments to determine the progress ELL students have made and where students need to make more progress. We do this by reviewing the results of the tests and analyzing which sections the students seem to have the most trouble with. Each child may have different results, so this is taken into consideration. Once areas of concern have been identified, strategies are implemented to target specific areas of student need. Intermediate students do better on shorter passages with multiple choice questions. Advanced level students attempt to read/write above their current level and are finding vocabulary and inferencing questions difficult.

c. From the Periodic Assessments, we are learning that instruction should focus on providing students with skills and strategies to transfer literacy, prior knowledge and content area proficiency from their native language to English. This implies a need to develop content area vocabulary through Demonstration/TPR/Scaffolding. Intermediate students often have difficulty understanding test directions. They need to learn to break down directions and focus on specific content language. Written responses/explanations with details and examples are

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

difficult for advanced students. Teachers need to have students talk-out explanations before writing them. I.S.237's teachers will reinforce critical thinking skills, questioning, and problem solving skills. Technology is used to emphasize language skills as well.

We need to scaffold their knowledge and abilities to develop more vocabulary and best test strategies. Translation services would be helpful to provide students with study guides and content-based review/vocabulary sheets in order to facilitate the application of prior knowledge and help students to participate more actively in class.

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](#).)

N/A

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

At I.S. 237, we make every effort to ensure that a child's second language development is considered in all instructional decisions. We do this by working in instructional teams, collaborating with administration, and including all teachers who work with ELLs. We have discussions about approaches to target the most specific needs of our ELL students, while keeping language development as a part of all instructional decisions.

Classroom teachers use high-quality research-based instruction that is differentiated for ELLs, collect data, monitor ongoing progress, and work with colleagues in making instructional decisions based on the data. Teachers share their findings of student performance in the classroom, as well as their expertise in the classroom content and grade-level skills. We maximize student potential by sharing insights about the student's home life, family background, and interests.

Our ELL teachers have expertise about language development, and how to use assessment tools and techniques, as well as how to use effective instructional practices for ELLs. As a result, we assure that the ELL teachers are included in the instructional decision-making process. Because of this knowledge, their roles include: clarifying needs associated with second language acquisition, providing evidence for differences between learning differences and disabilities, putting data into a cultural context, and modeling instructional strategies for classroom teachers, as well as assisting with assessments.

Finally, our special education teachers have expertise regarding how to support struggling students. As a result, they have critical roles to play in consulting, collaborating, and supporting ELL students in many different ways.

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?

n/a

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

The programs at I.S. 237Q are evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students. This includes Periodic Assessments, Pre, Medial and Post Assessments in ELA, and Math, MOSL (new this year), unit tests, Social Studies Five Week Assessments as well as teacher assessment notebooks (TAN) which is ongoing formative assessment and any other applicable assessments. Teacher observation and discussion is also used to gauge a student's understanding of instructional materials. ESL teachers conduct conferencing on a regular basis with the students and monitor their progress using a variety of indicators to monitor language acquisition. ESL teachers work closely with the classroom teachers in teacher team meetings to consistently track the ongoing progress of every ELL student to inform and develop appropriate instruction.

## 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](#).)  
The initial process used to identify ELL students begins with the admission of the HLIS form. This form is given to each parent who is registering a child for the first time into the NYC public school system. The HLIS is administered by a trained pedagogue. The pedagogue is also responsible for conducting an informal interview of the parents and/or child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS is given in the home language. If a parent is unable to understand the information being given or the questions being asked either a bilingual staff member or the Translation Unit is called for assistance. Currently there are four staff members qualified to partake in this process. These teachers are Marilyn De Mauro, Kathy Sansonia, Yat Leung and Erika Heintz, the ESL department. Each qualified member was trained using the HLIS form, and therefore, understands the “formula” for reading the form accurately. The team was chosen because each member has prior experience with the intake process and holds an ESL license. When a new student is enrolled, an available, qualified pedagogue is called to assist with the intake. The team leader reviews the HLIS for accuracy and ensures that all content area teachers involved are aware of the language of correspondence preferred by the parent as per the last question on the HLIS. After the initial identification process is completed and a new student is determined to possibly be eligible for ESL services, the grade appropriate LAB-R is given. The LAB-R (Spanish LAB when applicable) is administered within 10 work days of the student’s admission. If a student is eligible for ESL services, as determined by the initial hand scored results of the LAB-R, a letter of invitation to attend a Parent Orientation is sent home in English and in the home language as per the NCLB Declaration of Rights for Parents of English Language Learners. If the home language is a low incidence language and is not available online the Translation Unit is called for assistance. During the Parent Orientation an open question and answer session occurs (with translators), the required Orientation Video for Parents of Newly Enrolled English Language Learners is shown and the Program Choices paperwork is completed by the parent. Parent Orientations are held during prep periods, before school and after school to meet the needs of the parents. A placement letter is given to the parent.

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.  
The structures in place to ensure that parents understand all three program choices available for ELL students are (initially) the Parent Orientation and video. This orientation is given within 10 days of the student’s enrollment. It is always held by the ESL teachers. A sign-in sheet is kept on file. An agenda with a clear purpose is given to the parents. It is available in multiple languages. Parents are told that although the only program in place at present is freestanding ESL, a bilingual or dual language class could be formed in the future if numbers warrant it.

“The purpose of this Parent Orientation is to inform and familiarize ELL parents about the different programs choices available in the NYC public school system for children so that they may be educated in the most viable and productive setting.”

During the orientation the parents may ask questions to clarify the differences between the programs. Available staff members, who are multilingual, are invited as translators. Our Parent Coordinator Shirley Bryant is also invited to attend the Parent Orientations to assist with questions that the parents may have.

In addition, there are staff members who speak Greek, Italian, Bengali, Spanish, Hindi, Urdu, Punjabi and Chinese (Mandarin/Cantonese). Written materials are given to the parents describing the differences between these programs. These materials are available in multiple languages. If a parent is invited to an orientation but does not attend, a second request is mailed to the home and a phone call is made to ensure that the parent understands the purpose and importance of attending the orientation. If a parent needs a specific time or date, the ESL teachers make their best efforts to rearrange their schedules to accommodate the need of the parent. This may also include meeting a parent before school or during dismissal, during parent-teacher conferences or during a time when the ESL teacher is conducting an after school activity such as a Title III program.

Clear and accurate records are kept of all Parent Orientation dates, sign-in sheets, and individual meetings. All contacts are recorded and all paperwork is copied. Parent Orientations are held multiple times every year as new ELL students are enrolled. They are held during varied times and days of the week to meet the availability of the parents.

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

Entitlement letters are distributed by the ESL teachers.

A copy of the letter is kept in the teachers' files. They are sent home with the eligible student in their home language. Parent selection forms are filled out and returned during the Parent Orientation after watching the Parent Orientation Video. The video provides an explanation of programs to the parents in their native languages. Additionally, bilingual guidance counselors are available at the parent orientation. Copies of all related ELL related paperwork are kept on file in the office of the ELL point person, Marilyn De Mauro. This includes HLIS forms, entitlement letters, placement letters, continued entitlement letters and non-entitlement letters as a result of passing the NYSESLAT and or the LAB-R. If parents do not return the Parent Selection form they are contacted by phone, with the assistance of a translator, and the importance and purpose of returning these forms are explained. It is also made clear of the "default" program selection that the child may be placed in if the forms are not returned. ESL teachers attending parent-teacher conferences will also utilize that time to meet with parents who did not return the Parent-Selection form. At this time most of the parents who attended the Parent Orientation have opted for the Freestanding ESL program. The parents who did not choose Freestanding ESL were informed that if the numbers warrant their Parent Selection choice in the future, a class will be created. In grades 6-8, in order to open a bilingual program, there must be 15 or more students of the same home language on the same grade or on two contiguous grades whose parent or guardian have requested a bilingual program. If this occurs, the administration will be notified by the ELL coordinator.

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.
- ELL students who are eligible to be tested are identified initially through Home Language Surveys, and then tested using the LAB-R. At this point, students are placed into available programs selected by their parents. Brochures are distributed in the correct home language and the parents can view the video in their language as well. Parents are informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Parents are also invited to attend additional workshops throughout the year where they may learn about the new core curriculum, standards, assessments, and how to help their children at home. Translators are used whenever available.
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. To ensure all ELL students take the NYSESLAT at the end of the school year, reports are generated from ARIS and ATS. Teachers cross reference these reports with class attendance lists. The test is administered to all eligible students in accordance with the NYS/NYC testing calendar and administration manual. Certified ESL teachers administer each component of the exam as per a school testing schedule created by the administration. ESL teachers administer and proctor grades other than those they teach. The ESL teachers in IS 237, at this time, are Marilyn DeMauro, Kathleen, Sansonia, Erika Heintz and Gloria Lee (leave replacement for Yat Leung). If a student is absent for any component of testing, every effort is made to administer the test prior to the end of the testing period.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- I.S. 237 offers Freestanding ESL, which is directly aligned with parent requests. The parents are told that if enough parents choose the Bilingual or Dual Language program, another type of program will be offered. However, in 2012-13, in the sixth grade, 22 opted for ESL, 13 for Bilingual and 5 for dual language. In the 7<sup>th</sup> grade, 16 opted for ESL, 7 for Bilingual and 2 for Dual. In the eighth grade, 20 opted for ESL, 3 for Bilingual and 2 for Dual. Hence, in total over the three grades (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>), 58 out of 90 parents opted for Freestanding ESL; 23 out of 90 opted for Bilingual; and 9 out of 90 opted for Dual Language. Currently we have hired a Chinese speaking teacher to offer assistance in translation. We currently do not offer a Bilingual program due to funding and shortages in content subject areas. We will build alignment between parent choice and parent option by trying to hire bilingual speaking teachers whenever possible. Steps that we have to take are to interview Chinese speaking applicants when a

subject vacancy opens, contacting our ELL support staff at the network and offering after-school help with a Chinese speaking teacher.

## 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) The organizational models for the ESL programs are Push-in, Pull-Out and whole group stand-alone (ELA). I.S. 237 runs an eight period day. The school hours are 8:00 – 2:57 on Mondays through Thursdays. The school hours are 8:00 – 2:20 on Fridays. This includes A.M. and P.M. homeroom and 37.5 minutes for extended day advisory. ESL teachers are teaching one group of 30 sixth, seventh and eighth grade ESL students during their ELA periods. They are following the Teacher's College curriculum while modifying it to ESL students according to their multiple access points. ESL teachers are also pushing in 8 periods a week to an ELA teacher and modifying instruction. Students who are beginners or intermediate who are not scheduled to take the ELA are pulled out to receive eight periods a week of ESL instruction. Advanced students get four periods a week. Time is allotted for passing between classes. All ELL students are receiving at least the minimum required minutes of service in accordance with the NYS mandates. Sixth, seventh and eighth grade beginners and intermediates receive 360 minutes. Sixth, seventh and eighth grade advanced students receive 180 minutes. These models also include all ELL students who are special education and former x-coded students. All special education ELLs are in a pull-out program.
    - (b) When the ELL students are in their content area classes they travel together as a group. The Special Education students are grouped by proficiency level, not by grade 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)?

Advanced students in grades six through eight receive 180 minutes of ESL instruction and 180 minutes of ELA. Beginner and

## A. Programming and Scheduling Information

intermediate students receive 360 minutes of ESL instruction, fulfilling New York State mandates, specifically, CR Part 154. Currently we have four licensed ESL teachers. Our program is a push-in, pull out stand-alone model including beginner, intermediate and advanced level students. Content area instruction is delivered within CTT classes with both content area and ESL teachers. Stand-alone classes have the ESL teacher delivering the content area with ESL modifications for 9 periods. There are four licensed/certified teachers serving the classes with the push-in model. Three CTT-ELL classes are heterogeneous, consisting of beginner, intermediate and advanced students. These classes receive 8 periods of CTT instruction with a content area teacher and an ESL teacher. Special Education students that are in various self-contained classes are pulled out into small groups according to their level and served the mandated periods according to their level. In addition, students with IEPs receive services in accordance to their IEP mandates regarding group size and in order to maximize scheduling. All other ELLs are served by the pull-out model with eight periods a week for beginners and four periods for advanced, aligned with NYS CR Part 154.

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.

To create an environment that will provide a positive learning experience in the content areas teachers are first informed of each ELL student's English level as per the data derived from the NYSESLAT. The content is then made more comprehensible for second language learners through hands-on activities and visuals. The content areas are delivered in the program model through the use of charts, pictures, diagrams, manipulatives, posters, real objects, flash cards, and computer visuals (Smart Board and Lap Tops). "Think-A-Louds" and "Read-A-Louds" are modeled. This is supported with bilingual libraries, bilingual dictionaries and content area bilingual word to word glossaries. The language of delivery for content areas is mostly English. Differentiated instruction is used to meet the needs of the students. In all classes throughout the school, content area teachers have received staff development in strategies for modifying instruction for ELLs and implementing ESL methodology; i.e., scaffolding, bilingual word walls, bilingual glossaries, technology, graphic organizers and differentiation based on the Common Core Learning Standards.

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

One system in place to ensure that all ELLs are appropriately evaluated in their native languages is the Spanish LAB-R. This is administered within the first 10 school days of the child's initial registration into a NYC public school. In addition NYS math and science exams are available in a multitude of languages as are the MOSL exams. These are ordered in accordance to the native language needs of the ELL students. When a student speaks a low incidence language that is not available as a translated NYS exam, a translator is utilized from the DOE Translation Unit.

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

The teachers tailor lessons and assessments to incorporate the modalities. They are given benchmark tests throughout the year on the modalities. Groups are arranged according to the outcome on the benchmarks. Small group instruction is used to meet the needs of the modalities. Students practice for the NYSESLAT during test prep periods.

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) At this time there are no students with a designation of SIFE at this school.

(b) ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase BICS and CALP vocabulary, spelling, grammar, and critical thinking skills. They also have access to ESL based technology. This includes a wide range of online websites, Rosetta Stone and Achieve3000. These students are grouped together to allow for more individualized attention from the teachers. In addition, students are acclimated to life in the USA during expeditionary trips outside of the building and through developing social skills by speaking with teachers and peers. There are also extended day programs available before and after school.

(c & d) IS 237 provides all ELLs with 4-6 years of service and all long-term ELLs with any and all interventions available. Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. We enhance language development using various ESL strategies such as pre-teaching to scaffold prior knowledge of a specific content area, modeling, the use of manipulative, graphic organizers, multi-leveled books on CD, guided reading, vocabulary building, and reading comprehension. Small group remediation may also be used within the classroom during the school day. Instruction is geared toward skills and strategies that will build on literacy skills, such as inferring, main idea, and cause and effect. Achieve3000, a web based program that addresses listening, reading, and writing skills are used with the intermediate and advanced students during teacher-specified ESL periods. The program

## A. Programming and Scheduling Information

provides level set activities aligned with the individual needs of each student. These lessons help students become more proficient readers and writers. Lessons are based on the NYS Learning Standards for English as a Second Language and Common Core Learning Standards. ELL students are invited to participate in all academic interventions available in our school. Paste response to questions here:

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?  
 Our school provides a variety of strategies such as pre-teaching, vocabulary, activating prior knowledge of a specific content area, graphic organizers, books on CD, leveled reading comprehension, small group remediation, Achieve3000, Rosetta Stone, and Brain Pop. These strategies are aligned with the students' IEPs.
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?

I.S. 237Q has ELL students with special needs in self-contained 12:1:1 classes and in I.C.T (Integrated Co-teaching) settings. Flexible programming at our school ensures that ELL-SWDs experience maximum time spent with non-disabled peers. All students participate in school wide events together and common grades attend class trips together. Academies also ensure all students' equal participation. All students heterogeneously participate in extra-curricular activities and perform in shows together, such as School Musical Performances and School Chorus.

ELL-SWDs receive the same mandated minutes of ESL services as students in the general education environment. Advanced students in grades 6 through 8 receive 180 minutes of ESL instruction per week, beginner and intermediate students receive 360, fulfilling New York State mandates, specifically CR Part 154. ELL students with special needs are serviced through the pull-out model. Students may be pulled out in order to ensure time (and group size) mandates are met. In this case, the group size would not exceed 12 students in order to fulfill the mandates of the student's IEP. Instruction is developed pertaining to the matters of grouping, teaching methodology, testing accommodations and assessment, through the information provided on the student's IEP.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

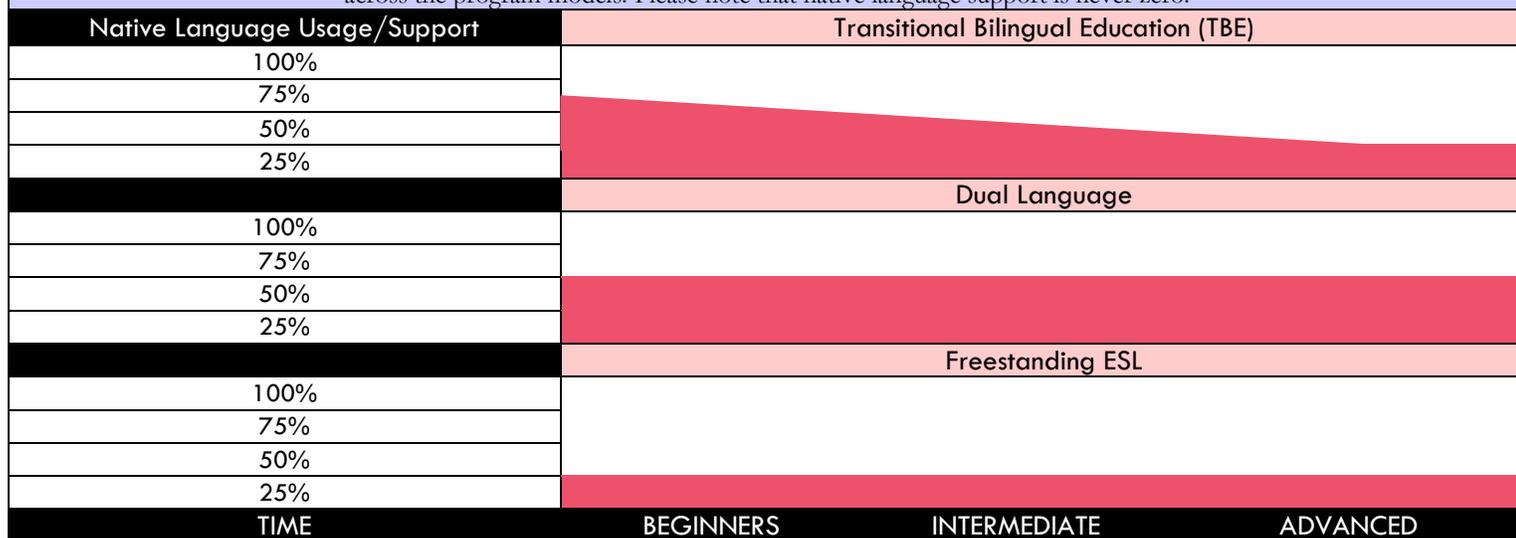
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information—Continued**

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

Intervention Services for ELLs throughout the school year, focus on each ELL's specific areas of strengths and weaknesses. The information for targeting the student's strengths and weaknesses are found on ARIS, state ELA scores, state math scores, the NYSYSLAT, MOSL and in class, ongoing pre and post assessments. Teachers keep individual student portfolios with unit test scores, final projects, samples of student work as well as any other form of intervention that the student has participated in. This includes communication with parents and any other staff member who is involved in the students' academic success. This is accomplished, in part, during weekly Teacher Team Meetings. Teams are comprised of teachers who teach the same grade and subject. During these meetings student work is reviewed, analyzed and evaluated. This enables teachers to share scaffolds, best practices, scaffolds, and plan for effective ways to address students' individual strengths, weaknesses and educational needs. ESL teachers also participate in these meetings to address language-related instructional issues as well as issues that relate to the individual needs of students receiving ELS instruction, such as classroom testing and various ways to scaffold and differentiate instruction. During these meetings recommendations are made for SETTS and other related services for ELLs with IEPs.

These interventions include:

## B. Programming and Scheduling Information—Continued

Before/During School Hours-

- Morning Advisory
- Small Group Instruction
- Individual Conferencing
- Scaffolded Instruction
- Facilitation of extended test times during classes

After School Hours-

- Title III programs
- OST Homework Help

Cooperative learning using technology is implemented throughout the school for ELL students. This includes the software programs of Rosetta Stone, Achieve3000, and Brain Pop. Smart Boards are accessible in content area classrooms to assist instruction and provide interactive learning for ELLs.

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

I.S. 237 uses both a push-in model and pull-out models to provide ESL instruction to ELL students. These models are effective in providing for the linguistic needs of the students while reinforcing the teaching of Common Core and content area instruction. ESL specialists work in collaboration with classroom teachers to design instruction that is appropriate and comprehensible to ELL students at all levels while maintaining rigorous instructional standards in Common Core and content area instruction. During push-in instruction, the ESL specialists work in groups with ELL students to reinforce language development through providing content area instruction at an appropriate linguistic level while avoiding reducing the instructional level of the content area instruction. ESL specialists provide Common Core and content area instruction which the students can understand and benefit from at an accessible linguistic level. This approach is highly effective in raising the linguistic levels of the ELL students while simultaneously providing the highest level academic instruction in Common Core and content areas.

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

Paste response to question here:

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

Paste response to question here:

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

All ELL students are afforded equal access to all school programs. ELL students are invited to participate in any after-school programs offered, such as after-school Test Prep. ELL students are included in every school program, including Art, Computers, Music, Chorus, and foreign language. This is ensured by every class being scheduled equally on the school's daily schedule. Every class also has the opportunity to participate in every school activity and special event equally. Some of these activities include a Carnival or Poem in a Pocket Day, school trips to Washington D.C. or Philadelphia and Awards Night to name a few.

If any ELL student should require Speech, SETTS, Special Education, Occupational Therapy or Physical Therapy, the service is offered and provided to them as required.

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

All ESL students at I.S. 237Q participate in interactive computer-based instructional programs using both the Smart Boards in their classrooms, as well as Mac desktop computers in the Computer lab. They can access Achieve 3000, Brain Pop, and Rosetta Stone as well as research information and view informational videos on the internet. Through Achieve 3000, student progress is tracked and the program adjusts lexile level according to student strengths and weaknesses.

Informal assessments include running records, portfolios, teacher observation, and teacher/student conferencing. Formal assessments include LAB-R (soon to be NYSITELL), NYSESLAT, Interim Assessments, NYC MOSEL assessments.

In reading, ELL's participate in the Reader's Workshop Model using technology such as the Smart Board whenever possible. Students are involved in modeled reading. ELL students have the visuals of the Smart Board when available and charts to help them understand topics and concepts further. Small group instruction is used to give the students more opportunity to interact in the reading process. It also provides focus and interest to struggling students. The students are engaged in shared reading, guided reading, independent reading, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using

## B. Programming and Scheduling Information—Continued

various ESL strategies such as scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used. NYSESLAT test prep can be used as well.

I.S.237Q uses the Common Core Learning Standards and Reader's and Writer's workshop model. Teacher generated materials such as charts and graphs provide a print rich classroom environment. Leveled classroom libraries help all students. The mini-lesson focus points provide feedback, introduce elements and address student needs. In writer's workshop, students use journals, source books, note taking charts and post-it notes for note-taking and generating researched based reports. Students produce writing pieces and edit their stories through the writing process.

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

Native language support is provided through the ESL program model through the use of bilingual dictionaries/glossaries and websites offered through our computers. Our school library also has a variety of bilingual books that students can borrow and read. Translated tests and translators are offered to students for the New York State content area exams. New students are also paired up with a buddy that speaks their home language to give them social support, which in turn makes them more comfortable academically.

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

All required services support, and all resources correspond to ELLs' ages and grade levels appropriately. All books purchased and provided are appropriate for all students' age levels. When a student participates in any program, all activities are age and grade-level appropriate. Getting Ready for the NYSESLAT and Beyond was also previously purchased for each grade level and used according to grade level. All library books used in the classroom for all subject areas are grade appropriate for all ELL students.

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

Activities for new ELLs who enroll throughout the school year include an orientation to show the students around the school as well as placing the students with a buddy to help them acclimate to the new school environment. If the student speaks little or no English, we try to pair them up with a student who speaks their language.

18. What language electives are offered to ELLs?

The language elective that is offered to ELL students is Spanish. All students from grades 6 through 8 get at least one period of Spanish per week.

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

20.

### C. Professional Development and Support for School Staff

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

Paste response to questions here:

### 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. Parental Involvement is ongoing throughout the school year. Parents are invited to all school activities, workshops, and teacher team meetings. In addition, we invite parents to a bi-yearly "ELL Parent/Teacher Meet and Greet" orientation. Parents are also invited to attend additional workshops periodically during the year where they may learn about the new Common Core Learning Standards, assessments, and reading and writing strategies so they may support their children at home. All parent notices, information letters and calendars are sent home in a variety of languages.
  2. N/A
  3. The needs of parents are evaluated through communication with the parent coordinator, the bilingual guidance counselors, the NYC DOE School Survey, through communicating during Parent Teacher Conferences and during ELL/Parent Orientations.
  4. The workshops, orientations, after-school center and Parent/Teacher Conferences are directly aligned with the parents needs as per their requests both verbally and through data from the surveys.

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Friedman	Principal		11/13/13
Jeannine Strong	Assistant Principal		11/13/13
Shirley Bryant	Parent Coordinator		11/13/13
Marilyn De Mauro	ESL Teacher		11/13/13
	Parent		1/1/01
Anna Gongora/Math	Teacher/Subject Area		11/13/13
John Polizoto/ Social Studies	Teacher/Subject Area		11/13/13
	Coach		1/1/01
	Coach		1/1/01
T. Tseng	Guidance Counselor		11/13/13

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

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
Erika Heintz/ESL	Other		11/13/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 25Q237 School Name: IS 237 - Magnet School for the Arts

Cluster: 2 Network: CFN 208

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

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

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

IS237Q uses a variety of data to assess our schools written translation and oral interpretation needs. The Home Language Surveys at registration are used not only to identify possible ELLs, but also to keep track of what the preferred language of communication is for parents at our school. Using HLIS surveys completed upon student registration, we identified the main language groups in IS237 to include Cantonese, Mandarin, Fucanese, Taiwanese, Spanish, Hindi, Punjabi, Korean, Urdu, Arabic, and Bengali. There is also a representation of speakers of Chinese, Spanish, Punjabi, Bengali and Hindi. ATS provides us with helpful data and reports in order to assess the language needs of parents. We use the RPOB report which helps us group languages and the numbers needed when we must distribute and send information home (such as flyers, letters, and notifications). The RHLA report also gives us data regarding home languages. Class surveys are also taken and collected before report cards are distributed, in which teachers keep a list of what language both report cards and information needs to be sent home. A list of request for translators for parent-teacher meetings by parents is also kept. This data is then sent down to the main office and the pupil accounting secretary compiles a list for future reference. For Special Education students, the school may use current IEPs as data for the language spoken and written by the parents. This is noted by both the child's teacher and the guidance counselor. Our Parent Coordinator assists with compiling data regarding the language needs of parents.

In order to ensure that all parents are provided with appropriate and timely information in a language they can understand, IS237 makes every effort to use any and all translation services available, both written and oral. Our school keeps a written list of translators available at our school in our Parent Information Case. We currently have Spanish, Chinese, Hindi, Urdu, Portugese, Bengali, Russian, and Punjabi translators in our building. For anyone else, we use the Translation Unit offered by the DOE. Upon examination of the CEP, Home Language Surveys, RPOB report, and the RHLA Report, we then identify the presence of qualified written and oral translators for each of the languages in the school. We have three teachers who can translate Spanish and one guidance counselor. For Chinese, we have two paraprofessionals. There is one paraprofessional that can translate Hindi and Punjabi. When we have no staff members who can translate the other languages, we use the Department of Education's translation service hotline for parent-teacher conferences and meetings with parents (such as IEP meetings or behavior/academic meetings). We also use the DOE website, which has a lot of information and letters translated into a large variety of

languages. The internet is also used for written translations on a case-by-case basis. We have a full-time parent coordinator who ensures that flyers and surveys are distributed in the appropriate home languages. She makes every effort to assist and guide the parents with support in their home languages. If needed, we have a contract with L.I.S. (Language Interpretation Services) and we can pay for translation services if no other translators or resources are available. In summary, IS237 ensures that all parents are provided with information in a language they can understand.

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.

Using the variety of data mentioned above, we identified the main language groups at I.S. 237 to include Mandarin, Chinese, Spanish, Punjabi, Bengali. We have discovered that the large majority of parents from these groups still prefer information sent to them in their native language. Parents have communicated this to both their child's teacher and on various written surveys.

Even though IS237 makes every effort to communicate with parents in any way possible, many of the parents in this community are new arrivals to the United States and are still learning English or speak no English at all. Because of these findings, IS237 uses the methodologies described above to try to communicate with parents in every possible way. We are always working on ways to improve communications with all parents in our school community.

Within meetings and faculty conferences, all staff members are made aware of the variety of translation services available to them and the parents of our students. Information is shared and distributed often, and the Parent Coordinator keeps the staff updated as well.

## **Part B: Strategies and Activities**

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

IS237 continues to use any written translators available (in-house, outside vendors, parent volunteers, DOE website, and internet) in order to communicate with parents. We translate letters/notifications to and from parents including information on school-wide activities, after-school programs, school trips, enrichment programs, student supply lists, flyers, parent orientation meetings for ELLs, parent surveys (for program choice), parent program notification letters (i.e. Entitlement letters, Brochures) and parent workshops. We also ensure that all HLIS forms are given out in the parent's preferred language at registration.

Translators can prepare written correspondence to go out to the parents of the various language groups as well as translate the written

responses from the parents. This would go a great way in empowering the parents of the school community to express themselves in their native tongue and foster a greater understanding between the school, teachers, and parents.

Translation services would be helpful to provide parents with study guides and content-based review/vocabulary sheets in order to facilitate the application of prior knowledge and help their children to participate more actively in class.

The procedures we use to ensure timely provision of translated documents to parents are the following: organize and plan in advance for the language services we will need through our data collection, polls and surveys.

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.

As stated previously, we have three teachers who can translate Spanish. For Chinese, we have one guidance counselor, and 3 paraprofessionals. There is one paraprofessional who can translate Hindi and Punjabi. Although we currently have no staff members who can translate other languages, we use the Department of Education's translation service hotline for parent-teacher conferences as well as any other oral interpretation we may need. In some cases, we have parent volunteers who can also help with oral translation services. If needed, we have a contract with L.I. S. (Language Interpretation Services) and we can also pay for oral translation services if no other translators or resources are available.

Oral translators also assist students who are not provided with written translated versions of standardized tests in their native language. These services are arranged for well before the test date and require scheduling services far in advance. A list is kept and updated of the translators we will need for both the State Math and Science tests. We use an outside vendor for this service, if no staff member is available to translate.

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>.

IS237Q provides each parent whose primary language is a covered language, and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

IS237Q posts in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

The IS237Q safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

If at IS237Q, the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required

pursuant to this section, and shall post and provide such forms in accordance with this section.