

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                       **I.S. 237**

**Principal:**                              **JUDITH FRIEDMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Rachel Carson Intermediate School 25Q237  
237: Magnet School for the Arts School Number (DBN): \_\_\_\_\_

Grades Served: 6,7,8

School Address: 46-21 Colden Street, Flushing, NY 11355

Phone Number: 718-353-6464 Fax: 718-460-6427

School Contact Person: Deena Russo Email Address: DRusso3@schools.nyc.org

Principal: Judith Friedman

UFT Chapter Leader: Rosanne Kiviat

Parents' Association President: Alpana Parikh

SLT Chairperson: Judith Friedman

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): n/a

Student Representative(s): n/a

**District Information**

District: 25 Superintendent: Danielle DiMango

Superintendent's Office Address: 30-48 Linden Pl., Flushing NY 11354

Superintendent's Email Address: DDimang@schools.nyc.org

Phone Number: 718-281-7605 Fax: 718-281-7690

**Borough Field Support Center (BFSC)**

BFSC: Q24,25,26,30 Director: Lawrence Pendergast

Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101

Director's Email Address: LPender@schools.nyc.gov

Phone Number: 718-391-8167 Fax: 718-281-7690

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Judith Friedman	*Principal or Designee	
Rosanne Kiviat	*UFT Chapter Leader or Designee	
Alpana Parikh	*PA/PTA President or Designated Co-President	
Judith Buffamante	DC 37 Representative (staff), if applicable	
n/a	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Connie Hsu	Member/Parent	
Kelly Niu	Member/Parent	
Meroshan Peiris	Member/Parent	
To be determined	Member/Teacher	
Marilyn DeMauro	Member/ Teacher	
Asha Bendalam	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Rachel Carson Intermediate School resides in the heart of Flushing with a program designed to meet the needs of students in grades 6, 7, and 8. It is a barrier free school serving a large special education population with a wide variety of physical, learning, and emotional disabilities. IS 237 is a Title I school with more than 70% of its students receiving free or reduced priced lunch.

Our school has a culturally diverse student population which is microcosm of New York City. Based on Home Language Surveys, more than thirty (30) different languages are spoken in the homes of our students. 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. In our continued efforts to address these issues, we will be implementing an English as a New Language (ENL) program requiring changes in instruction, program, and staffing requirements.

In the media, we often hear of the need for tolerance. Our school community has embraced a higher standard. Acceptance and respect for the practices and beliefs of others is what we impart to youngsters. We have been most successful in this area, allowing all of us to work in a supportive environment which is conducive to learning. While we face the multitude of behavioral issues commonly encountered by other middle schools in New York City and across the country, incidents of prejudice are not among them.

The vision for Rachel Carson Intermediate School 237 is reflective of the key elements which drove the decision to provide early adolescent students a place of their own within the organizational structure of school systems during the 1930's. Delivery of content area instruction is certainly crucial but not the only responsibility of any educational institution. At all levels, students bring age related issues with them when they enter school each day. From separation problems during students' earliest years in school to career decisions in later years, schools must be mindful of a lot more than the curriculum. Middle schools in particular face the significant challenge of serving clients who are working their way through the trials and tribulations of adolescent years.

Under the leadership of our principal, Judith Friedman, the vision which guides our efforts at IS 237 addresses both the cognitive and affective domains. Staff development throughout the school year supports rigorous instruction. All students are challenged by Common Core content area instruction delivered by highly trained teachers. Academic goals link standards to instruction which in turn is delivered using child centered, skill based instructional techniques. Rigorous content area instruction encourages development of critical thinking skills and serves as a vehicle to promote investigative thought. Learning in each specific subject area is broadened to take place across the content areas. Further, we not only want students to learn, we want them to learn how to learn. Therefore, to increase the likelihood of success as they face more challenging material in middle school and beyond, we along with the support of parents strive to impart organizational skills and sound study habits.

Integrated within the delivery of cognitive materials are a host of affective skills intended to guide youngsters to become independent, productive citizens within our multicultural society. Toward that end we strive to teach students to be respectful and aware of the needs of others, accept responsibility for their own actions, be good listeners and effective communicators, develop decision making skills, deal with anger, set personal goals, and become problem solvers.

Central to the achievement of our goals in both the cognitive and affective domains is the underlying design of class/teacher programs at IS 237. Organizationally, this is accomplished through the creation of houses. Houses (two on each grade level) allow for smaller settings within the larger school community with teams of teachers (representing the various content areas) who have common scheduled periods to conduct house meetings and share best practices on a regular basis. This model is at the core of a supportive environment which fosters incoming 6<sup>th</sup> graders' acclimation to secondary school and better allows teachers to address the needs of all students. House members decide on a name for their house and generally occupy a section of the building for most of the day: providing students and teachers a sense of ownership of their learning environment.

Our instructional program is enhanced by a variety of planned programs and collaborations for the benefit of our students, parents, and community. The programs enumerated below also assist us in promoting a supportive

learning environment:

- A Saturday ENL program for students and parents
- Young Debaters
- New York Historical Society
- Roundabout Theater
- Magic Box
- Parents as Artists (music,dance, art)
- Special (a periodical publication)
- Homework Help (during and after school)
- Arts enrichment (during, before and after school)
- AIS
- Math Teams

We seek to include parents as key members of our team. Significant time and resources are allocated which allow parents not only to be knowledgeable but to participate in the instructional program and support what we are doing at IS 237.

In sum, the vision outlined above guides us in preparing our students for an increasingly complex world. It has been reduced to a succinct statement of our mission.

“ Middle school education at IS 237 will emphasize the social, emotional, educational, and physical needs of our school community. It will strive to provide a safe and secure environment conducive to the exploration of each

## 25Q237 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1204	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	20	# SETSS	N/A	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	18	# Music	27	# Drama	N/A
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.2%	% Attendance Rate			94.8%
% Free Lunch	76.0%	% Reduced Lunch			11.4%
% Limited English Proficient	23.0%	% Students with Disabilities			13.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			6.7%
% Hispanic or Latino	19.4%	% Asian or Native Hawaiian/Pacific Islander			70.4%
% White	2.7%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.82	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	3	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			7.63
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	31.6%	Mathematics Performance at levels 3 & 4			59.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			60.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			99.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

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

NYS 2015 ELA data received indicates that students at IS237 scored an average of 62.3% of the total points allowed. This compares favorably to the NYC score of the 60.3% and unfavorably to the average district score of 66%. As a result, the school leadership team has identified a need leading us to the goal enumerated below. This need will be addressed by our experienced staff, along with strong parent support and our English as a New Language (ENL) program.

We have a successful history and strong commitment to a house based program model. This, along with the employment of external collaborations, will support customized and inclusive instruction designed to motivate learning as we endeavor to meet ELA objectives.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will demonstrate improved proficiency in English Language Arts by employing customized, inclusive, motivating instruction aligned with the Common Core and supported by collaborations as evidenced by an 8% increase in the number of students performing at Proficiency Levels 3 and 4 on the Spring NYS ELA Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Based on current budget allocations, the following strategies, collaborations, programs, and activities are being planned to assist us in attaining our goal.</p> <ul style="list-style-type: none"> <li>• Units of rigorous instruction to be aligned with Common Core Learning Standards</li> <li>• Implement supplemental and after hours programs in support of literacy:</li> </ul> <p>- City University of NY Creative Arts Team (CAT):</p> <p>to enhance literacy through drama</p> <p>- Saturday ENL instruction</p> <p>- Young Debaters</p> <p>- New York Historical Society</p> <p>- Roundabout Theater</p> <p>- Magic Box</p> <p>- Homework Help</p> <p>- AIS</p>	<ul style="list-style-type: none"> <li>• general education students</li> <li>• sub groups: students with disabilities, limited English proficient students</li> <li>• parents</li> </ul>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> <li>• Staff members: primarily principal, assistant principals, teachers supported by guidance counselors and other support personnel</li> <li>• Consultants</li> <li>• Outside service providers</li> </ul>

<ul style="list-style-type: none"> <li>• Promote learning through instructional scaffolding</li> <li>• Use the School Quality Guide to assist in planning</li> <li>• School wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)</li> <li>• Writing with an emphasis on evidence to inform, take a position, or make an argument</li> <li>• Teaching strategies which support using, facts, evidence, laws, to support claims</li> <li>• Instruction consistent with preparing students for ‘real world’ situations, college and career readiness</li> <li>• Emphasize literary experiences in planning and instruction</li> <li>• Teacher teams (including ENL and special education teachers), will adapt units to provide multiple entry points for all learners</li> <li>• Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit</li> </ul>			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**RESOURCES :**

- 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 3above
- 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 2016.

- Principal, APs, teachers and outside resources (including Borough Support Center personnel) to plan and conduct professional development.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ENL students face.
- Translation services provided to support ELL students and families.

**SCHEDULING SUPPORT**

- 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). 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 an English language instructional program geared to the 5 English Proficiency levels. Students at each level will be provided with different models and amounts of instruction based on their identified Proficiency level.
- Classes to be organized based on the new model for ENL students will employ a collaborative team teaching model to fortify instruction with additional classroom teacher resources. Such classes will benefit from services from both experienced language arts and ESL teachers.
- After school programs led by ENL 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 small groups 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.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- 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 ENL students.
- Progress will be monitored and adjustments to instruction made through the winter. A review of the 2015-16 ELA scores will serve as the measure of success in June 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

NYS 2015 Math Assessment data indicates that students at IS237 scored an average of 70.0% of the total points allowed. This compares favorably to the NYC score and the district scores which were respectively 54.7% and 64.0%. While our results were strong, the School Leadership Team has determined that mathematics needs to continue as a major focus and will allocate resources accordingly. This identified need will be addressed by an experienced staff, house based programming and supplemental programs along with strong parent support.

As indicated in Section 4: CEP Overview, we have a culturally diverse population and our school has embraced a standard greater than tolerance. We seek and have been successful at promoting respect for one another. It is within such an environment that we will address this identified need.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will demonstrate improved proficiency in mathematics guided by instruction aligned with the Common Core within a school environment where students feel safe, supported, and challenged as evidenced by a 5% increase in the number of students performing at Proficiency Levels 3 & 4 on the Spring NYS Mathematics Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Based on current budget allocations, the following strategies, collaborations, programs, and activities are being planned to assist us in attaining our goal.</p> <p>Units of rigorous instruction to be aligned with Common Core Learning Standards an supported by inclusion of math concepts across the curriculum areas</p> <ul style="list-style-type: none"> <li>• Address testing strategies and techniques</li> <li>• Implement supplemental and after hours programs in support of literacy: <ul style="list-style-type: none"> <li>- Saturday ENL instruction</li> <li>- Homework Help</li> <li>- AIS</li> </ul> </li> <li>• Promote learning through instructional scaffolding</li> <li>• Use the School Quality Guide to assist in planning</li> <li>• Writing with an emphasis on evidence to inform, take a position, or make an argument</li> </ul>	<ul style="list-style-type: none"> <li>• general education students</li> <li>• sub groups: students with disabilities, limited English proficient students</li> <li>• parents</li> </ul>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> <li>• Staff members: primarily principal, assistant principals, teachers supported by guidance counselors and other support personnel</li> <li>• Consultants</li> <li>• Outside service providers</li> </ul>

<ul style="list-style-type: none"> <li>• Teaching strategies which support using, facts, evidence, laws, to support claims</li> <li>• Instruction consistent with preparing students for ‘real world’ situations, college and career readiness</li> <li>• Teacher teams (including ENL and special education teachers), will adapt units to provide multiple entry points for all learners</li> <li>• Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit</li> </ul>			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**RESOURCES :**

- Administrators to monitor school wide focus on integrating math into the content areas and argument construction within the mathematics instructional program, 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 2016.
- Principal, APs, teachers and outside resources (including Borough Support Center personnel) to plan and conduct professional development.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ENL students face.
- Translation services provided to support ELL students and families.

**SCHEDULING SUPPORT**

- 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,). 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 small group and ENL classes.
- Opportunities provided for teachers to meet and share best practices.
- Create push in and pull out (leveled) ENL classes.
- Classes to be organized for ENL 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 ENL teachers.
- After school programs led by ENL 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 small groups 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.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- 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 2015-16 Math scores will serve as the measure of success in June 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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

A review of last year's Achieve 3000 Lexile score data reveals that, among the identified groups of English Language Learners, more than 65% of students attained a score of at least 90 Lexile points. This compares favorably with our goal of 60% for June 2015. Nevertheless, given our large population of English Language Learners and the needs of the community as outlined in the Section 4: CEP Overview, the School Leadership Team has identified a need in this area of our instructional program. For these reasons and those indicated below resources will be allocated accordingly allowing our experienced professional staff as well as various collaborations and supplemental services to support growth in this area.

- informal assessments and observations by teachers and administrators

- planned implementation of a new organizational instructional structure for English Language Learners known as English as a New Language (ENL)

- the challenges we face in the advancement of English language skill acquisition due to the diminished dependence on English in the community outside the school

The staff at our school is experienced and highly trained. They are committed to their field and participate in opportunities for professional development, both in and out of the school, so as to sharpen their skills and abilities to bring the highest level of instruction to the children as they seek to address this need across the content areas.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, emerging, transitioning, and expanding English Language Learners led by teachers committed to Students' success will show advancement in the area of English language arts as evidenced by 70% of these students attaining a minimum of 90 Lexile points on the Achieve 3000 post test.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Based on current budget allocations, the following strategies, collaborations, programs, and activities are being planned to assist us in attaining our goal.</p> <ul style="list-style-type: none"> <li>• Continue to use Achieve 3000</li> <li>• ENL teachers and students to increase integrated model</li> <li>• Units of instruction to be aligned with Common Core Learning Standards</li> <li>• Implement after supplemental and after hours programs in support of literacy:</li> </ul> <p>- City University of NY Creative Arts Team (CAT): to enhance literacy through drama</p> <p>- Saturday ESL instruction</p> <p>- Young Debaters</p> <p>- New York Historical Society</p> <p>- Roundabout Theater</p> <p>- Magic Box</p>	<p>Students identified as participants in the English as a New Language (ENL) program.</p>	<p>September 2015 – June 2016</p>	<ul style="list-style-type: none"> <li>• Staff members: primarily principal, assistant principals, teachers supported by guidance counselors and other support personnel</li> <li>• Consultants</li> <li>• Outside service providers</li> </ul>

<p>- Homework Help</p> <p>- AIS</p> <ul style="list-style-type: none"> <li>• Promote learning through instructional scaffolding</li> <li>• Use the School Quality Guide to assist in planning</li> <li>• School wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)</li> <li>• Writing with an emphasis on evidence to inform, take a position, or make an argument</li> <li>• Teaching strategies which support using, facts, evidence, laws, to support claims</li> <li>• Instruction consistent with preparing students for ‘real world’ situations, college and career readiness</li> <li>• Emphasize literary experiences in planning and instruction</li> <li>• Teacher teams (including ENL and special education teachers), will adapt units to provide multiple entry points for all learners</li> <li>• Teacher teams to develop task specific rubrics to assess learning of skills/content identified as the focus of the instructional unit</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><u>RESOURCES :</u></p> <ul style="list-style-type: none"> <li>• Administrators to monitor school wide focus on argument construction in all content areas, WAVE (Written and/or Verbal Evidence)</li> <li>• Teachers to employ multiple entry point strategies, scaffolding, and emphasize literary experiences in planning and instruction</li> <li>• Partnerships enumerated in Part 3 above</li> </ul>

- 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 2016.
- Principal, AP's, teachers and outside resources (including Borough Support Center personnel) to plan and conduct professional development.
- Engage a bilingual guidance counselor to address adolescent issues which add to the challenges ENL students face.
- Translation services provided to support ELL students and families.

**SCHEDULING SUPPORT**

- Classes to be organized for ENL 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). 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) ENL classes as appropriate based on ENL instructional model.
- After school programs led by ENL 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 small group and ENL classes 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.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Achieve 3000 computer program provides opportunity to monitor Lexile score progress during the year.
- Baseline data will be gathered in the fall. using 2015 Achieve 3000 scores
- Student work products and outcomes to serve as evidence school wide focus
- Progress will be monitored and adjustments to instruction made through the winter.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

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

This field intentionally left blank. Go to Section 5E.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

This field intentionally left blank. Go to Section 5E.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>This field intentionally left blank. Go to Section 5E.</p>			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This field intentionally left blank. Go to Section 5E.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

This field intentionally left blank. Go to Section 5E.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

As indicated previously in the Section 4 narrative, which describes contextual information about our school’s community, we endeavor to establish the multifaceted educational program that meets the needs of our students, parents, and community. The 2014-15 NYC School Survey revealed a positive response rate of 66% in the category “Strong Family-Community Ties.” This indicates to us the need to reexamine the steps we are taking to involve and inform the parents of our students. The School Leadership Team has decided that we should allocate time, personnel, and resources to plan parent engagement activities in consultation with the Parent Coordinator and PTA representatives.

We are proud of the after hours programs we have offered to parents and the community over the years. These programs have been diverse in nature. We will continue these efforts as we seek to address this need as identified by the School Leadership Team.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, school leaders will develop resources from the community so as to encourage IS 237 respondents to the NYC School Survey to indicate increased approval of the school’s efforts to foster strong family and community ties as evidenced by a positive response rate greater than 66%.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The IS 237 administration, the School Leadership Team, the Parent Coordinator, PTA representative(s) and/or others will plan and implement endeavors designed to promote an increased presence and involvement as partners in the success of the school. Efforts may include the following:</p> <ul style="list-style-type: none"> <li>• an increased presence of parents at house meetings</li> <li>• assembly programs to which parents will be invited</li> <li>• orientation programs of interest to parents ie the ENL program, meeting needs of new students, high school offerings and options</li> <li>• meetings, programs, periodic communications to parents on how they can be partners with us impart organization skills and study, promote reading and writing outside of school, promoting awareness of current events, and other such things that may arise out of the instructional program</li> <li>• continue diligent communication regarding daily attendance, behavior, and progress (positive and negative)</li> <li>• encourage use of Pupilpath and NYC Accounts</li> <li>• staff development to promote good relationships between teachers and parents</li> <li>• continue written communications with parents ie newsletters, announcements, calendar reminders, et. al.</li> <li>• creation of a parent hotline: the greeting message for all incoming calls will include an extension at which parents can get expedited response to questions or concerns</li> </ul>	<p>Parents</p>	<p>September 2015 - June 2016</p>	<ul style="list-style-type: none"> <li>- Administrators</li> <li>- Teachers</li> <li>- Guidance counselors</li> <li>- Parent Coordinator</li> <li>- Secretaries</li> <li>- School Aides</li> </ul>

<ul style="list-style-type: none"> <li>• continue to provide translation services and translated forms/communications</li> <li>• after school homework help programs with a parent component</li> <li>• parent engagement becomes part of faculty conference and cabinet agendas</li> </ul>			
Key personnel: Administrators, teachers, paraprofessionals, guidance counselors, parent coordinator, secretaries, school aids, school leadership team, PTA			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Administration to plan, implement, and monitor action plan items</li> <li>• Allocate resources to support action plan <ul style="list-style-type: none"> <li>• alter work assignments (as necessary)</li> <li>• provide training as needed</li> <li>• purchase hardware, materials as needed</li> <li>• include agenda items in support of this Goal at various venues include as part of house meetings</li> </ul> </li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Overall progress will be determined based on a collective review of the various endeavors included in the final Action Plan.
Assessing progress of each planned element of the Action Plan will be done objectively and/or subjectively. Elements of the Action Plan which have data associated with them will be collected by staff members involved and employed as baseline data for comparative and progress monitoring purposes. The effectiveness of other implemented strategies may be subjective in nature and will be assessed by the administration.
<ul style="list-style-type: none"> <li>• School personnel at each level report Action Plan efforts and resulting outcomes to their supervisors</li> <li>• Principal and Assistant Principals monitor progress at all levels</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Based on promotion and assessment guidelines	<ul style="list-style-type: none"> <li>• Saturday ENL program</li> <li>• Magic Box</li> <li>• Periodical, “Special Edition”</li> <li>• Achieve 3000: A computer based language arts program for ENL and special education students.</li> <li>• Collaborative Team Teaching for ENL students. On each grade, classes are designated as ENL based on determined proficiency level. Resources are allocated to provide additional assistance to ENL 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</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 instruction: reduced student to teacher ratio</li> <li>• Small group</li> <li>• Small group and one to one</li> <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>• After school</li> <li>• During school day</li> <li>• During school day</li> <li>• During and after school day</li> <li>• During school day</li> <li>• During and after school</li> <li>• After school</li> <li>• During school day</li> <li>• During and after school day</li> <li>• During and after school</li> </ul>

		<p>with academic, recreational, and meal components.</p> <ul style="list-style-type: none"> <li>• Emergency Resource Room and Counseling Services: A one to one 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.</li> <li>• Language Arts tutorials</li> <li>• Homework Help</li> </ul>		
<b>Mathematics</b>	Based on promotion and assessment guidelines	<ul style="list-style-type: none"> <li>• Collaborative Team Teaching for ENL students. On each grade, classes are designated as ENL based on determined proficiency level. Resources are allocated to provide additional assistance to ENL 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 instruction: reduced student to teacher ratio</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>• During and after school</li> </ul>
<b>Science</b>	Based on promotion and assessment guidelines	<ul style="list-style-type: none"> <li>• ENL teachers will work directly with Science teachers in their classes.</li> <li>• Teachers plan for and provide</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> </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>• During and after the school day</li> </ul>
<b>Social Studies</b>	Based on promotion and assessment guidelines	<ul style="list-style-type: none"> <li>• CTT (Collaborative Team Teaching) provides differentiated instruction on a push in basis to AIS students.</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 instruction: reduced student to teacher ratio</li> <li>• Small group</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day</li> <li>• During and after school</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on promotion, assessment guidelines, and teacher recommendations	<ul style="list-style-type: none"> <li>• Counseling: ERSS, AIS</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one to one</li> </ul>	<ul style="list-style-type: none"> <li>• During or after school</li> </ul>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Employ use of open market system</li> <li>• Make use of New Teacher Finder</li> <li>• Contact Human Resource Director at Borough Support Center to assist in process</li> <li>• Invite and maintain a file of resumes</li> <li>• Maintain open communications with teacher training programs at local colleges.</li> <li>• Speak with retired colleagues involved with the Fellows Program</li> <li>• Provide professional development opportunities to all new teachers based on individual needs</li> <li>• 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.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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:</p> <ul style="list-style-type: none"> <li>- PD scheduled every Monday after school</li> <li>- In the area of writing skills.</li> </ul>

- 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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

n/a

**3b. TA Coordination with the Regular Program**

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

n/a

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

n/a

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

By consensus, MoSL (Measures of Student Learning) assessments were not used last year. This decision was confirmed at department conferences. Use of MoSL for 2015-16 has not been decided upon as of submission of this CEP. Staff members are considering options. We will update this CEP when a decision is made.

#### 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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	577,628.00	X	5A, 5B, 5C, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	29,064.00	X	5A, 5B, 5C, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,464,204.00	X	5A, 5B, 5C

#### <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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS 237**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **IS 237** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

### **School-Parent Compact (SPC)**

**IS 237**, 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 on assessments.

#### **I. School Responsibilities:**

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

**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: <u>Rachel Carson IS 237</u>	DBN: <u>25Q237</u>
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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

### Part B: Direct Instruction Supplemental Program Information

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

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

**Part D: Parental Engagement 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)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2015-16 AND 2016-17 SCHOOL YEAR**

**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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any school wide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

**A. School Information**

District 25	Borough Queens	School Number 237
School Name Rachel Carson Intermediate School		

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

Principal: Judith Friedman	Assistant Principal Jeannine Strong
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Marilyn De Mauro	School Counselor Rosalind Tseng
Teacher/Subject Area Erika Heintz/ENL	Parent To Be Determined
Teacher/Subject Area Kathleen Sansonia/ENL	Parent Coordinator Shirley Bryant
Related-Service Provider Adriana Catalano, Speech	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Gloria Lee/ENL Teacher

**C. Teacher Qualifications**

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	4	Number of certified	0	Number of teachers who hold both content area/common	0
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ENL teachers currently teaching in the ENL program		Bilingual teachers <u>not</u> currently teaching in a bilingual program		branch and TESOL certification	
Number of certified Bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

#### D. Student Demographics

Total number of students in school (excluding pre-K)	1245	Total number of ELLs	247	ELLs as share of total student population (%)	20%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<b>K</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input type="checkbox"/> <b>4</b> <input type="checkbox"/> <b>5</b> <input type="checkbox"/>
	<b>6</b> <input checked="" type="checkbox"/> <b>7</b> <input checked="" type="checkbox"/> <b>8</b> <input checked="" type="checkbox"/> <b>9</b> <input type="checkbox"/> <b>10</b> <input type="checkbox"/> <b>11</b> <input type="checkbox"/> <b>12</b> <input type="checkbox"/>

#### A. ELL Programs

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

#### Bilingual Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							0	0	0					0
<b>Dual Language</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups							
<b>All ELLs</b>	247	<b>Newcomers (ELLs receiving service 0-3 years)</b>			181	<b>ELL Students with Disabilities</b>	27
<b>SIFE</b>	3	<b>Developing ELLs (ELLs receiving service 4-6 years)</b>			57	<b>Long-Term (ELLs receiving service 7 or more years)</b>	10

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	00
DL	0	0	0	0	0	0	0	0	0	00
ENL	181	2	1	57	1	10	10	0	16	247
<b>Total</b>	<b>181</b>	<b>22</b>	<b>11</b>	<b>57</b>	<b>11</b>	<b>101</b>	<b>101</b>	<b>00</b>	<b>161</b>	<b>247</b>
Number of ELLs who have an alternate placement paraprofessional: <u>5</u>										

**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	TO TAL
														00
														00
														00
<b>TOTAL</b>	<b>00</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	E L L	E P	E L L	E P	E L L	EP	E L L	EP												
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): 0

Number of students who speak three or more languages:  
0

**Freestanding English as a New Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT AL
Spanish							9	10	10					29
Chinese							57	50	89					196
Russian							0	0	0					00
Bengali							0	1	0					1
Urdu							6	4	2					12
Arabic							0	0	1					1
Haitian							0	0	0					00
French							0	0	0					00
Korean							0	0	0					00
Punjabi							0	0	0					00
Polish							0	0	0					00
Albanian							0	0	0					00
Other							3	2	3					8
<b>TOTAL</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>75</b>	<b>67</b>	<b>106</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>247</b>

**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 (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT AL
<b>Entering</b> (Beginning)							34	34	35					103
<b>Emerging</b> (Low Intermediate)							3	7	2					12
<b>Transitioning</b> (High Intermediate)							7	6	12					25
<b>Expanding</b> (Advanced)							42	27	28					97

<b>Commanding</b> (Proficient)							58	29	21					<b>106</b>
Total	<b>00</b>													

<b>FORMER ELLS BASED ON REVISED EXITING CRITERIA</b>														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					<b>00</b>

<b>FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							58	29	21					<b>00</b>

<b>NYS ELA</b>					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6	54	33	10	3	100
7	50	20	2	3	75
8	52	31	2	0	83
NYSAA					00

<b>NYS Math</b>									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6	0	23	0	39	0	36	0	23	121
7	0	21	0	33	0	31	0	17	102
8	0	14	0	26	0	34	0	29	103
NYSAA									00

<b>NYS Science</b>									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	

4									00
8	0	9	0	30	0	40	0	7	86
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra	0	28	0	27
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				

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

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

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

Using the NYSITELL and NYSESLAT results assesses literacy skills of ELLs. 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 and 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, the Achieve3000 computer-based program is used to assess individual students' lexile levels in reading and monitors it throughout the school year. The teacher will then use this data to guide instruction.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Paste response to question here:
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use information about AMAO and follow the federal accountability requirements: "The New York State Education Department (NYSED), Office of Bilingual Education, and Foreign Language Studies (OBEFLS) provides NCLB Title III AMAO information to Local Educational Agencies (LEAs) and Title III consortia based on assessment results from the prior school year."

"Those LEAs or consortia, which have been identified for having failed to meet Title III AMAOs for either two years (Improvement (I)) or four or more consecutive years (Corrective Action CA)), are required to develop and implement a two year Plan. The LEAs or Consortia must submit their I/CA Plan to NYSED no later than February 1, 2013 and must implement the Plan during the school year."

Required Actions Based on SY 2012-13 AMAO Determinations. In addition, LEAs and Consortia that have failed to make progress on their AMAOs must inform parents of such failure no later than 30 days after the LEA or Consortium has been notified by SED (refer to Section 3302(b) of the Title III Regulations). The information included in the letter to parents and guardians must be easily understandable, uniform, free of technical jargon, with additional explanations if necessary, and to the extent practicable, in a language that the parents can read and understand. A copy of the letter must be included as part of your AMAOIP or AMAOCAP submission. LEAs and Consortia have the option to send the parent/guardian a notification letter along with correspondences required under the different Titles in the NCLB Act (Title I, II, etc.), if at the time of this memo they have not sent such notification."

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. 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 a Newcomer to the U.S., most students would benefit from a translated test or 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 modeling,TPR, and scaffolding. Intermediate students often have difficulty understanding test directions. They need to learn to deconstruct directions and focus on specific content language. Written responses, including detailed explanations and examples are 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. In addition, technology is used to support language skills.

Teachers will utilize a variety of instructional strategies to develop complex vocabulary and a greater understanding of grade- level texts.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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

At I.S.237, we will continue to focus on strong core instruction. We will use instructional strategies that support differentiated, Tier 1 instruction to promote ELLs' literacy development. We will focus specifically on: Developing different key domains of literacy, to support reading, writing, listening, and speaking. We also present instruction that makes direct and appropriate connections to ELLs' community values, identities, and first languages.

"Building students' oral language skills means teaching specialized vocabulary (and the often-abstract concepts such words represent), as well as the specialized structures of language in academic speech and text—often referred to as elements of academic language." Instruction that promotes oral language development is rich in both language and content. In these learning environments, students have opportunities to learn about, study, and discuss the language of texts. They then use this text-based content learning in interactive experiences like labs, demonstrations, and speeches, that promote academic conversation and growth of knowledge.

Strategies that promote ELLs' oral language development must be incorporated throughout the school day.

These strategies include, but are not limited to:

- Start with rich text and big ideas so students learn about the world.
- Preview key concepts and difficult vocabulary, as well as reviewing students' understanding of important points
- When possible, draw on and use students' home languages
- Use varied vocabulary and concepts in order to build students' oral language that is rich in language and content
- Use varied sentence structures in order to develop students' use of elements of academic language
- Ask open-ended questions during lessons; engage students in discussion about ideas in the text
- Include relevant multicultural literature as well as multicultural chants, songs, and poems that help to build phonemic awareness
- Storytelling using wordless books
- Devote instructional planning and time to student projects that are discussion-based

-During discussions, ask open-ended questions to promote academic conversation and growth of knowledge

-Discuss abstract concepts within a familiar context to develop specialized vocabulary

-Role playing, acting out ideas

-Intensive vocabulary instruction

-Study words, word parts, and word families as part of the content-based literacy instruction; include a focus on words with multiple meanings

-Include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and realia

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:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A:

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

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, unit tests, Social Studies Five Week Assessments as well as any ongoing formative assessments and any other applicable assessments. Teacher observation and discussion are also used to gauge a student's understanding of instructional materials. ENL 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 during team meetings to consistently track the ongoing progress of every ELL student to inform and develop appropriate instruction.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 the child. Open-ended questions are asked to determine the dominant language and if necessary the HLIS is given in the home language. If a student 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, Gloria Lee and Erika Heintz, the ENL 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. If it is determined during the interview that the child may be eligible for services, a one-on-one Parent Orientation is given on the spot. If the home language is a low incidence language and is not available online, an in-house bilingual speaking teacher 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.

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 ENL services, the grade appropriate NYSITELL is given. The Spanish LAB is also administered to all entitled students with a home language code of SP within 3-5 school days as well. All NYSITELL and Spanish LAB grids are then scanned and scored and all information is kept on file at our school. Finally, our school sends ELL Entitlement letters (in the parent's preferred language and with the school letterhead) to parents informing them of their child's entitlement to ELL services and their right to choose one of the three programs NYC offers (an invitation to attend a Parent Orientation Informational meeting is immediately offered).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The RSFE report generated through ATS, identifies 2 SIFE students. Screening for LEP/ELL and SIFE takes place at the time of entry to NYC DOE schools. This includes the HLIS, NYSITELL, the Spanish LAB, and the Oral Interview Questionnaire. In addition to these formal assessment tools, we use teacher observation and analysis of student classwork. Data from these various sources flags students as potential SIFE ELLs. Teachers then interview these students to determine if they qualify as SIFE. Teachers can also canvas parents in order to learn more about students' cultural and familial backgrounds.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) will be based on the determination of the Language Proficiency Team.

The members of this team will include the following:

- A school/district administrator, Jeannine Strong

- A certified teacher or related service provider with a bilingual extension and/or an ENL teacher, Marilyn DeMauro, ENL Teacher
- The Special education supervisor or her designee, S. Braverman
- The student's parent or guardian.
- A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT.

These procedures will be used for initial entry into DOE schools or re-entry after 2 years.

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development that may include the following:

1. The result of the Home Language Survey
2. The student's history of language use in the school and home or community
3. The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
4. Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English
5. Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English NYCDOE
6. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL
7. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal will either accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, then the test is immediately administered to the student.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

At I.S.237, the in-take process includes filling out the Parent Survey and Program Selection form. Parents complete this form during the registration. Parents indicate on the HLIS survey in which language they prefer to be communicated in. The original is then kept in the student's cumulative record and a copy is made which is kept separately by the school's ENL Coordinator. After the administration and scoring of the NYSITELL, placement, entitlement, or non-entitlement letters are sent home within 5 days of registration.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section)

When parents are enrolling their child they are informed that they have the right to appeal ELL status within 45 days of enrollment if an ELL's parent, guardian or teacher (with written parental consent) believes that a student has been misidentified as an ELL or Non-ELL and requests that a second identification process take place, the following steps will be taken:

- A review of all documents related to the initial or reentry identification process detailed above.
- A review of the student's work in English and in the home language.

- The NYSITELL may be administered to the student if the original determination was that the student should not have been administered the NYSITELL. (The Re-identification Process will never include a second administration of the NYSITELL.)
- A consultation with the parent or guardian.
- School will conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
- The Language Proficiency team will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
- Based on the recommendation of the qualified personnel, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
- Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation will be sent to the superintendent (or designee) for review and final decision.
- Written notification of the decision is sent from the superintendent to the principal, parent, guardian, in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly. All notifications and relevant documents will be filed and kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified time frame? Describe the process, outreach plan, and timelines.

I.S. 237 continuously conducts Parent Orientations as new ENL students are admitted to the school. If the student during the interview is identified as an ELL, a parent orientation is given on the spot. If it is not a convenient time for the parent, every effort is made to schedule a parent orientation session at another time in order to ensure that the parents/guardians understand the program choices available. If a formal Parent Orientation meeting is held where there is more than one family in attendance, an agenda is distributed prior to the meeting and an attendance sheet is kept on file for each meeting held.

Our orientation meetings are given by certified pedagogues. We inform parents about the three citywide program options regardless of the programs we have at our school. We make every effort to conduct the meetings in the preferred language of the parents and we have interpreters on hand in a variety of languages (Chinese, Spanish, etc.) to translate at the meetings. During the meeting, the parent brochures are given out in any different languages that are available.

Our school then shows the DOE video in the preferred language of the parents during the orientation. The DOE video explains each of the program choices offered: English as a New Language (ENL), Transitional Bilingual Education (TBE) and Dual Language. Parents are given the opportunity to ask questions and review literature (Guide for Parents). The parents/guardians are then given a choice as to which program they want their child to be enrolled. Our school informs parents that if we have 15 or more students that share the same language in two contiguous grades, we will make every effort form a bilingual class. Parents choose the ELL program of their choice (on the program selection forms) and then we collect and review all program selection forms and enter the selection on the ELPC screen on ATS. Students are placed into available programs selected by their parents. If a choice is not available at IS 237Q, the parents are offered the opportunity to transfer their child to a school with the program. Parents are again informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Parents are finally informed that placement is for the whole school year. Program selection forms are kept on file at our school in both the student cum folders and in an ENL Binder kept in the Coordinator's office.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As stated above, I.S. 237 continuously conducts Parent Orientations as new ELL students are admitted to the school. If a student is identified as an ELL, a parent orientation is given on the spot. The DOE video is shown in the preferred language of the parents and following the video which explains each program choice that is offered. The parents/guardians are then given a choice as to which program they want their child to be enrolled. This is then entered on the *Program Selection* form and signed by the parent or guardian. A copy of the selection form is filed in the student's cumulative folder as well as the ENL binder which is kept in the coordinator's office.

If, in the rare event a parent needs time to think about which program they feel would be the best fit for their child, phone calls in the parents' preferred language are made or letters may be sent to encourage the parents to return the form as quickly as possible.

All parent choices are recorded on the ELPC screen in ATS in order to accurately monitor the parent choices

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If a program selection form is not returned, the ENL teachers or a bilingual staff member will call the parents. If there is no reply after repeated effort to contact the parents, a letter is sent home requesting the return of the program selection form with their choice filled in. The ENL department may also offer the parent another opportunity to come in for a meeting. Several parent orientation meetings are offered throughout the school year for parents who were unable to attend the previous meeting. ENL teachers also encourage parents (through phone calls or letters) who have not returned forms to attend parent-teacher evening conferences. Parents are offered several opportunities to come in for meetings throughout the school year.

The ENL Department keeps a copy of all entitlement letters distributed, by grade, in our ENL binder. A copy is placed in the cumulative folder as well. We also keep two copies of the Parent Selection forms on file, one in the binder and one in the cumulative folder as well. All choices are entered into ATS on the BESIS and ELPC screens.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our school ensures that placement parent notification letters are distributed. The ENL teachers personally hand deliver these letters to any parent that come for Parent Orientation or the letters are given personally to the students in the preferred home language by their ENL teachers. The students initial a roster upon receipt of the letter. Copies of these letters are also kept in a file at school in the ENL Coordinator's office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL Department keeps a copy of all HLIS forms and entitlement letters distributed, by grade, in our ENL Binder. We also keep one in each student's cum folder, a back-up hard copy is kept in a folder for immediate access in the Coordinator's office. This is updated when required, and as necessary. All choices are entered onto ATS both in BESIS (when required) and into the ELPC screen on a regular and updated basis.

11. 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.

As stated above, the steps taken annually to evaluate ELLs using the NYSESLAT exam are as follows: Students who are entitled to ENL services as per the NYSITELL or the previous NYSESLAT exam (according to the ATS reports:

RLER, RLAT and REXH) will then be evaluated in the Spring of each school year using the NYSESLAT exam, which contains all four modalities: Listening, Speaking, Reading and Writing. We ensure that every child eligible to be tested is tested by reviewing the RLER, which is the NYSESLAT Eligibility Report from ATS. We also review the RLAT and REXH, Exam History Reports in order to double check that no mistakes are made and all students are identified for testing. This test is then administered by the certified ENL teachers in our building: Marilyn DeMauro, Erika Heintz , Gloria Lee, and Kathy Sansonia. The Speaking component is given to each students, according to the NYC Testing Calendar and NYS Teacher Directions. Individual score sheets are kept for each student.

Each section of the NYSESLAT (Listening, Reading and Writing, DAY 1, Day 2, and Day 3) of the NYSESLAT is also given as per the NYC Testing Calendar and pacing schedule. All directions, time limitations, and security procedures are adhered to as per the instructions. Students are tested in small groups, by grade, in appropriate testing locations, as per Ms. Strong, Assistant Principal in charge of Testing and ENL. We ensure that each eligible student has a grid for all appropriate parts of the test. The results of this test will determine eligibility for the following school year. Students who score Proficient will continue to receive ENL support for an additional 2 years for 90 minutes a week.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At I.S. 237, each teacher distributes the individual letters in the preferred languages to the group of students they teach and has the students initial a roster as they receive them.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

I.S. 237 offers Freestanding ENL, which until recently has 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. In 2014-15, 21 Newcomer families opted for ENL, 20 for Bilingual and 7 for Dual Language across the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. Currently we have hired a Chinese speaking ENL teacher to offer assistance in translation because the trend is moving towards more requests for Bilingual and Dual Language Programs. We will build alignment between parent choice and parent option by planning 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.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

On all three grade levels (6, 7, 8), ENL classes follow a similar model. Block grouping is utilized for -03, 09 and -11 classes. These classes all receive 4 periods of ELA plus four periods of ENL by a licensed ESL teacher. A licensed ELA teacher pushes in during the ELA segment of the class. An -11 classes consist of Advanced/Commanding and Proficient/Commanding. Class 811 has 4 new ENL students, due to scheduling limitations. Additionally, ELLs from the General Education classes are pulled out 8 periods a week for ENL services

TBE program. *If applicable.*

N/A

a. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

- Advanced/Expanding Students in grades 6, 7 and 8 receive 180 minutes of integrated ENL/ELA or other content area instruction for a total of 360 minutes.

- Intermediate and transitioning students receive 180 minutes of ENL instruction and 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.

- Low Intermediate/Emerging receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.

- In addition, Proficient/Commanding student receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

- Beginner/Entering level students receive 180 minutes standalone ENL plus 180 integrated ENL/ELA for a total of 360 minutes of ENL as per CR Part 154 requirements.

The school ensures that each student is receiving the mandated minutes according to their proficiency level. ENL lists are frequently updated, and proficiency levels of ELLs indicate the mandated number of instructional minutes per level for each student. Instruction is mandated accordingly.

3. Describe how core content is delivered in each program model. 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 NYSITELL or 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 English. Scaffolded 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 ENL methodology; i.e., 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 home languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native languages, I.S. 237 administers the Spanish LAB. This is administered within the first 3 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. These are ordered in accordance to the native language needs of the ELL students. All speakers of other languages are provided with the opportunity to have translated tests for Content Areas (Science, Math) where available or the assistance of approved translators for content area tests.

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

Teachers use expected learning objectives (ELOs) throughout their unit and lesson plans and are constantly analyzing the formative and summative data which they use to scaffold their instruction according to the needs of the students. Teachers give pre tests at the beginning of units and post tests at the end. The teachers tailor lessons according to students' results and assessments to incorporate the modalities. They are given benchmark tests throughout the year on the modalities. Groups are arranged according to the outcome of the benchmarks. Small group instruction is used to meet the needs of the modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

(a) At I.S. 237, two students are currently identified as SIFE students. Some strategies used to support them are:

- Assign the students "buddies" to help get them accustomed to the daily schedule and school environment..
- Activate prior knowledge; see where a good starting point for the students can be. Try to make connections to what they already know so teachers can create a starting point and the students will feel motivated and not frustrated.
- Use visuals, have students be "hands on" whenever possible; in other words, have them create their own glossaries, use manipulatives, have them do interactive technology assignments at the SMART board or on the laptops. When teaching new vocabulary, rephrase, define within the context of the word, pause and use intonations when necessary.
- ELLs and Former ELL students are given time and a half on their exams.

(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 ENL based technology. This includes a wide range of online websites 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) I.S. 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 ENL 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 students during teacher-specified ENL periods. The program 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 New Language and Common Core Learning Standards. ELL students are invited to participate in all academic interventions available in our school.

(d) Commanding students are serviced by ENL teachers for 90 minutes a week as per the CR-Part 154.2. They will have direct instruction activities to support language development. They will also be offered the opportunity to participate in the Title III Program for ELLs. They will be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment. All former ELLs who achieved a level of proficiency within the last two years receive the same testing modifications as ELLs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with th parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, , and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

- - Beginner/Entering level SWD students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
  - Low Intermediate/Emerging SWD students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.

- Intermediate/Transitioning SWD students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
- Advanced/Expanding SWD Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
- Proficient/Commanding SWD students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

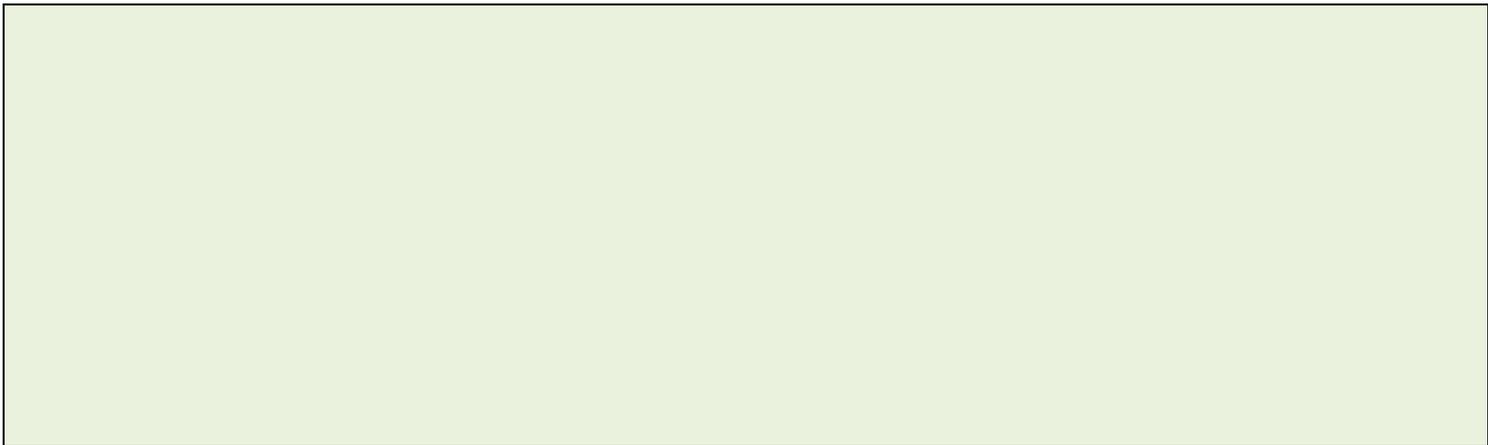
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- ELL students with disabilities whose IEP recommends ENL instruction are provided with the appropriate instructional strategies and setting as per the IEP recommendations and goals. These students are part of small-group instruction on a daily basis which helps them to focus more easily. Because of their learning disabilities, these students require a small group. This small group setting allows these students more “talk-time” and “question-time.” This also allows the teachers to assess if the students are completing their “next steps” on a regular basis. Leveled classroom libraries, computer programs such as IXL, Brain Pop, and Achieve3000 focus on all four modalities: listening, speaking, reading, and writing.
- Students are also provided with all grade-level books for all content based subjects (Science, Social Studies, Math). Many language-based activities are done within the school and within the classroom. All these activities, plus the differentiated instruction help to accelerate English language development. These students may also be given one-on-one instruction which assures that they are completing their tasks in class and helps to scaffold what they have trouble understanding. This one-on-one time also helps them achieve their IEP goals.

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

ELL level as determined by NYSITELL or NYSESLAT score. Spring 2015. All students are receiving the mandated number of minutes according to the results including 2 periods for commanding level students.

- 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. 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 ENL services as students in the general education environment.
- Expanding (formerly Advanced) students in grades 6 through 8 receive 180 minutes of ENL instruction per week,
- Intermediate and Transitioning SWD students receive 180 minutes of ENL instruction and 90 minutes,
- Integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
- Low Intermediate/Emerging SWD students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
- Proficient/Commanding SWD students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.
- Beginner/Entering level SWD students receive 180 minutes standalone ENL plus 180 integrated ENL/ELA for a total of 360 minutes of ENL as per CR Part 154-2 requirements.

Currently, ELL students with special needs are serviced through the pull-out model Programs created 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.



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**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*

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\*Note “other approved services” does not apply to New York City at this time.

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**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

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\*Note: "other approved services" does not apply to New York City at this time.

### Chart 5.3

#### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

### A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 Skedula, state ELA scores, state math scores, the NYSYSLAT, 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, and plan for effective ways to address students' individual strengths, weaknesses and educational needs. ENL 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 ENL 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:

- o Small Group Instruction or conferencing
- o Individual Conferencing
- o Scaffolded Instruction
- o Facilitation of extended test times during classes
- o After School Title III programs or AIS Programs (Math SS, ELA, Science)
- o OST Homework Help

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. All teachers are made aware that they are teachers of ELLs because detailed lists and their pertinent data are compiled and distributed to content area teachers. Current NYSESLAT, ELA and Math scores are included, as well as student name, class ENL level, DOE and BOB. DATA is updated continuously to reflect discharged and newly admitted ELLs.

ENL teachers scaffold and reinforce the weekly content area lessons during integrated Instruction and stand alone ENL classes. I.S. 237 uses both a push-in model and standalone 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. ENL 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 ENL teachers 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. ENL 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.

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

New Title III programs are added contingent upon the budget. For example Saturday morning ENL classes or NYSESLAT preparation classes may be implemented.

13. What programs/services for ELLs will be discontinued and why? Rosetta Stone was discontinued due to funding deficiencies.

14. 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 through a general invitation used to invite all students in the school in the form of a flyer 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ENL 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 IXL, as well as research information and view informational videos on the Internet. Achieve 3000 is highly monitored so that student progress is tracked. The program adjusts Lexile level according to student strengths and weaknesses and reading passages are differentiated as well.

Informal assessments include pre and post-tests, running records, portfolios, teacher observation, and teacher/student conferencing. Formal assessments include the NYSITELL, NYSESLAT, Interim Assessments and so on.

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 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 using task specific rubrics.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is provided through the ENL 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.

17. Explain how the school ensures all required services/resources support and 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.

ELLs/SWDs are grouped according to the ages and grades to reinforce understanding of ELA, Math, science and Social Studies. At present, all ENL students are grouped according to grade levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 buddies to help them acclimate to the new school environment. If the students speak little or no English, we try to pair them up with students who speak their language.

Newly enrolled ENL students and their parents receive orientation in their Native languages through Ms. DeMauro/Ms Sansonia-ENL teachers. T. Tseng- Guidance Counselor, Shermon Lo- Chinese Para, Ms. G. Lee, ENL teacher, Ms S. Bryant, Parent Coordinator. The main office staff, Attendance office staff offer the newcomers supply lists and class schedules.

19. What language electives are offered to ELLs?

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

ELLs in CTT classes receive ENL services in lieu of second language choice. Alternate Instruction/pull-out Classes may receive Spanish choice or ENL classes.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ELL personnel at I.S. 237 are provided with professional development sessions every Monday afternoon, Election Day, Brooklyn Queens Day and other times throughout the year. These include monthly AP +1 Series through the Network office, Achieve 3000, NYSESLAT training, Teacher's College and sessions on the New Part-154-2. Due to the large percentage of ELLs and former ELLs at IS 237 almost all teachers have taught ELLs in the past or are teaching them this year. Those who have not taught ELL will most likely teach them when their program changes next school year. With this in mind, the school administration arranges for teachers to attend district-wide professional development. Also, ENL teachers provide all staff with professional development on a wide range of topic related to teaching ELLs, e.g., Scaffolding for Multi-Level ELL Classes, Differentiated Instruction for ELLs in Content Areas, Using Thinking Maps with ELLs, Technology for ELLs, and so on. For the past three years a large number of teachers of ELLs, including all ENL teachers, have been involved in the development of the CCSS aligned curricula for their respective content areas. This included attending workshops and training sessions at Teacher's College. This involvement has contributed to their professional development.

Support Staff include:

Mrs. Friedman, Principal,  
Mr. Galizia, Assistant Principal  
Ms. Strong, Assistant Principal  
Ms. Brathwaite, Assistant Principal  
Mrs. Braverman, Special Asst. to the Principal  
Lisa, Levardson, Guidance Counselor  
Mrs. Tseng, Guidance Counselor  
Carolyn Habel, School Psychologist  
Marilyn DeMauro, ENL Teacher  
Erika Heintz, ENL Teacher  
Gloria Lee, ENL Teacher  
Kathleen Sansonia, ENL Teacher

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
PD opportunities for teachers to integrate ENL instruction with the Common Core include sessions specifically designed to give ENL teams the opportunity to collaborate and work toward modifying and adjusting curriculum to

meet the specific needs of the ENL population. ENL teachers are included in Teacher College Professional Development, Teen Biz3000, PD's, and Skedula PDs. During these PDs content area strategies are presented that align with Common Core Instruction. Teachers use these opportunities to get a head start on assessments, modifications and scaffolds for the upcoming school year.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The staff is provided with different aspects of support to assist ELLs as they transition from elementary to middle school. Guidance Counselors are a support system and “go-to” for all staff members and parents. They are available for questions and discussions on a regular basis during this transition time for all parents and students, Special Ed and ELL included. Our Guidance Counselors are experienced and well versed in this transition process as she handles it every year. She communicates with the new middle schools involved and ensures all information is relayed and received between schools. Our staff is provided with grade conferences where they can complete record cards and articulation for the students moving to middle school together. ELL teachers assist with the articulation for these students as well. Our Parent Coordinator explains all options to the staff, students, and parents. She also provides information as needed and assists the staff with any questions they may have. All information is offered in various languages.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

There is ongoing ELL training for all staff members here at I.S 237. This training exceeds the minimum required number of professional development hours for all teachers. Staff may be given various workshops during the course of the year, including Monday afternoons, Election Day, Brooklyn Queens Day and other times throughout the year. These PD sessions include varying topics that would help them with their ELL students. Workshop topics may include: Common Core Curriculum, Tips for the Newcomers, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, and The NYSESLAT. They also receive training during the school day in the form of Inter-visitations. Staff members attend various workshops offered by the Office of English Language Learners. ELL teachers and supervisors check the OELL website frequently and sign up for workshops that may be helpful. Staff members continue to attend workshops offered by the UFT as well. We can find these PDs in the UFT newspaper. In addition, staff developers from the CFN visit our school and offer ELL workshops that involve many staff members, including ELL teachers.

Records of all workshops are maintained in the form of sign-in sheets, agendas, and certificates of attendance given to the teachers upon request and are kept by the teacher.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL department in collaboration with the Language Proficiency Team (LPT) will work together to provide provisions for interpretations and translations, both oral and written, of all pertinent information. Individual meetings will be held to discuss the goals and progress of ELL students. ELL teachers will utilize Tuesday afternoons and Team Teacher Meetings to contact parents. Individual teachers will keep records of these meetings in a log. They will

include date, time, and information discussed. Translators will be used as necessary. These include guidance counselors, paras, and bilingual subject area teachers.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

At I.S. 237, parental outreach is accommodated through in person meetings during the allotted parent engagement period phone calls, translated letters, direct emails, and entry on individual student Skedula accounts. Records are kept in student cumulative folders, in Skedula, and in an ELL data binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parental Involvement is ongoing throughout the school year. Teachers invite parents into the school to have in-person meetings. Phone calls, emails and letters are written. Parents are invited to all school activities, workshops, and teacher team meetings. 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 including communication through pupil path.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

N/A

5. How do you evaluate the needs of the parents?

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. They also communicate through letters e-mail or phone calls. If they wish they can also send correspondence through pupilpath.com

6. How do your parental involvement activities address the needs of the parents?

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. They also communicate through letters e-mail or phone calls. If they wish they can also send correspondence through pupilpath.

In addition, 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.

#### D. Additional Information

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

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Friedman	Principal		1/1/01
Jeannine Strong	Assistant Principal		1/1/01
Shirley Bryant	Parent Coordinator		1/1/01
Marilyn DeMauro	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Erika Heintz/ENL	Teacher/Subject Area		1/1/01
Kathleen Sansonia/ENL	Teacher/Subject Area		1/1/01

Gloria Lee/ENL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
Rosalind Tseng	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **25Q237** School Name: **Rachel Carson Intermediate School**  
Superintendent: **Ms. DiMango**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

I.S. 237 uses a variety of ATS reports, such as the School Level Adult Preferred Language Report (RAPL) and the and the School Level Emergency Contact Student List (RCON) as well as the Home Language Identification Survey (HLIS) to identify and access the language preferences of the parents in our school community. Using this data, we have identified Cantonese Chinese, Mandarin Chinese, Fucanese Chinese, Spanish, Hindi, Punjabi, Bengali, Gujarati, and Urdu as the main language groups in I.S. 237. In additon to collecting data reports from ATS, blue emergency cards, and HLIS, we also conduct individual interviews with ELL eligible students that first enter our school building to identify and assess language preferences of the parents in our school community.

Once this data is collected, a list is created and shared with school staff and faculty as a reference so that all forms, documents, newsletters, report cards, progress reports, school and testing calendars, and letters are sent home in English and parents' preferred language to increase parent engagement. In addition, I.S. 237 utilized the Department of Education's website for important translated notifications and documents, that help keep the parents engaged in their child's education.

I.S. 237 makes every effort to communicate with parents in their preferred language, using in-house translators, and the NYC Department of Education Translation and Interpretation Unit. Throughout the school year, our ELL cordinator regulary generates and reviews up-to-date ATS reports which indicate preferred languages for parents in our school community.

I.S. 237 uses the methodologies described above to try and communicate with parents in every way possible. We are always working on ways to improve communications with all of our parents in our school community.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on various ATS reports that generate parents' preferred language, HLIS, blue emergency cards and surveys, I.S. 237 has identified Cantonese Chinese, Mandarin Chinese, Fucanese Chinese, Spanish, Hindi, Punjabi, Benjali, Gujarati, and Urdu as the parents' preferred languages for bot written and oral communication in our school community. Russian, Hindi, and Pashto represent limited number of parents in our school community.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

I.S. 237 translates all newsletters, calendars, school's grading policy, curriculum maps, parent-teacer conference dates, after-school programs and services, permission slips for trips, the DOE's Discipline Code, Chancellor's Regulations, all ELL informations (Guide for Parents of ELLs, important form letters) based on parents' preferred language.

I.S. 237 utilizes in-house translators for translation and interpretation services throughout the school year. If a parents' preferred language is one that our staff members do not speak, we contact the NYC DOE Translation and Interpretation Unit for services. Translated signs are displayed in the main entrance and main office of our school building that provides important information to our school community.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

I.S. 237 conducts face-to-face meeting with parents, teachers and administrators in parents' preferred language during parent-teacher conferences, parent engagement conferences conducted on Tuesdays, and phone conferences. On a daily basis, bilingual personal, such as paras, guidance counselors, and staff contact ELL parents to discuss their child's academic progress and ways that parents could be activite participants in their child's education.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

I.S. 237 will continue to provide translated versions of all important notices to parents' in their preferred language based on data from various ATS reports, HLIS, and surveys. Throughout the school year, all important notices, such as newsletters, progress reports, calendars, permission slips, grading policy, curriculum maps, notices, and oral conferences with parents will be translated by in-house staff.

I. S. 237 will continue to use in-house staff, such as our bilingual guidance counselors, paras, and teachers during all face-to-face conferences, such as parent-teacher conferences, IEP meetings, and goal setting conferences for all ELL students. Lastly, translators are available on a daily basis, should a parent visit the school with questions and/or concerns.

During registration, bilingual staff are available for oral translation and all documents are translated in the parents' preferred language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

I.S. 237 will meet identified interpretation needs by continuing 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.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Identification Guide will be given out to the office staff and a training will be conducted implementing the procedures set forth in the guide to help determine parents' preferred language.

Safety Agents will receive over-the-phone cards and be reminded how to obtain an interpreter for the LEP visitors of the school.

An internal letter will be sent to school staff twice a year reminding them of their responsibility to communicate with parents twice a year, and what resources are available.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

I.S. 237 provides each parent whose primary language requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and instructions on how to obtain such services.

I.S.237 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 I.S. 237 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 I.S. 237, 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.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

I.S. 237 will conduct parent surveys in their preferred language throughout the school year to gather information and data on the quality and availability of services that are presented to them. In addition, our Parent Coordinator will frequently monitor feedback from parents through formal and informal parent

conferences. We will continue to monitor ELL parent engagement and continue to look for ways to keep parents informed about their child's progress.