



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 97 THE HIGHLAWN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K097

PRINCIPAL: KRISTINE MUSTILLO **EMAIL:** KMUSTIL@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
KRISTINE MUSTILLO	*Principal or Designee	
MARIA FAMOSO	*Assistant Principal	
KATHLEEN O'HAGAN	*UFT Chapter Leader or Designee	
DOROTHY DIBBS	*PA/PTA President	
MARIE REICH	DC 37 Representative, if applicable	
	Student Representative	
	CBO Representative, if applicable	
DIANE KASDAN	Teacher	
JUDY RAIHOFER	Teacher	
ANGELA CISTERNINO	Teacher	
ROSA LAINO	PTA Parent	
POLLY YEO	PTA Parent	
ENRICA PERFETTO	PTA Parent	
THERESA PETITO	PTA Parent	
GUILIA CACCIUTTOLO	PTA Parent	
LISA ADDEO	PTA Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To utilize a common lens for instruction and curriculum; to set clear expectations, and to provide evidence-based, applicable feedback to teachers resulting from frequent classroom observations.

- By June 2012, 100% (57/57) of the teaching staff will have been observed through frequent cycles of classroom observation using select components of the Charlotte Danielson Framework for Teaching.
- By June 2012, 100% (57/57) of the teaching staff will have received evidence-based feedback they used to increase the rigor and/or effectiveness of their instruction.

Comprehensive needs assessment

Providing effective feedback for all teachers is a city-wide instructional expectation. PS 97 has been using an observation/feedback model grounded in a research based framework. Using Charlotte Danielson's framework and increasing the frequency of the observation cycles will enable us to continue to push our practices forward.

Instructional strategies/activities

- Teachers meet weekly for common planning that includes curriculum mapping, common core alignment and planning for differentiated instruction.
- Teachers meet weekly for data analysis to review student performance and progress and plan for next steps.
- Administration meets with teachers for planning and conducts both formal and informal observations providing timely feedback to strengthen instruction.
- Teachers receive professional development to support their work in creating a positive classroom environment, the planning and preparation of cognitively engaging tasks, and delivering effective instruction. Systems and structures for collaborating around the work enables a professional atmosphere.

Strategies to increase parental involvement

- Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities are shared. This includes family fun nights, parent workshops, trips and conferences described in detail in the PIP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Current staff will engage in professional development focused on Charlotte Danielson's Framework for Teaching.
- Current staff will engage in professional development on task design and common core alignment.
- Current staff will receive professional development in any identified areas of need.
- Professional development opportunities will include grade level and vertical common planning, observation/feedback model, inter-visitations within school and to network schools, faculty conferences, and network offerings.

Service and program coordination

- School Violence Prevention, School Meals, Universal Pre-Kindergarten and partnerships with Community Based Organizations allow us to ensure that students' basic needs for care and safety are met so that they are best prepared to focus on their learning.

Budget and resources alignment

- This goal is supported primarily through Tax Levy funds that cover the cost of administration and coverages for professional development and common planning times. Specific allocations including Data Inquiry, Title IIA and Title III funds supplement the work.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To strengthen the curriculum in English Language Arts in order to prepare all students for the rigorous performance expectations as specified in the NYCCLS.

- By June 2012, 100% of all students in grades K-5 will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- By June 2012, 75% of all students in grades K-5 (560/747) will demonstrate proficiency (Level 3 or higher) on the spring 2012 literacy task as measured by a Depth of Knowledge/Common Core aligned, teacher-created rubric.

Comprehensive needs assessment

- The implementation of the NYCCLS is an instructional expectation for the city of New York. PS 97 has shown steady progress in ELA performance and exemplary progress with students in high needs areas. Still less than 64% of our students are performing at Levels 3 and 4 in ELA. Increasing the rigor in our classrooms will allow us to build on our progress and bring all students to higher performance levels.

Instructional strategies/activities

- Teachers meet weekly for common planning that includes curriculum mapping, common core alignment and planning for differentiated instruction.
- Teachers conduct periodic formative assessments in ELA.
- Teachers meet weekly for data analysis to review student performance and progress and plan for next steps.
- Teachers participate in professional development and common planning around task design in ELA.

Strategies to increase parental involvement

- Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies\opportunities are shared. This includes family fun nights, parent workshops, trip and conferences described in detail in the PIP.
- Parent will receive monthly information on curriculum units\ skills and strategies that are being studied.
- Parents will receive regular feedback through progress reports and report cards on their child's progress towards meeting identified goals in ELA.

Strategies for attracting Highly Qualified Teachers (HQT)

- Current staff will engage in professional development on task design and common core alignment in ELA.
- Current staff will receive professional development in any identified areas of need.

Service and program coordination

- School Violence Prevention, School Meals, Universal Pre-Kindergarten and partnerships with Community Based Organizations allow us to ensure that students' basic needs for care and safety are met and foundational skills are provided so that they are best prepared to focus on their learning.

Budget and resources alignment

- This goal is primarily supported through tax levy funds that cover the costs of covering teachers for professional development and common meeting times.
- Tax Levy funds also allow us to provide an after-school program in ELA to provide additional supports to students.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To strengthen the curriculum in Mathematics in order to prepare all students for the rigorous performance expectations as specified in the NYCCLS.

- By June 2012, 100% of all students in grades K-5 students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable solution.
- By June 2012, 75% of all students in grades K-5 (560/747) will demonstrate proficiency (Level 3 or higher) on the spring 2012 math task as measured by a Depth of Knowledge/Common Core aligned, teacher-created rubric.

Comprehensive needs assessment

- The implementation of the NYCCLS is an instructional expectation for the city of New York. PS 97 77% of students performing at levels 3 and 4 with an average student proficiency level of 3.48. Increasing the rigor in mathematics will enable us to increase both student progress and performance.

Instructional strategies/activities

- Teachers meet weekly for common planning that includes curriculum mapping, common core alignment and planning for differentiated instruction.
- Teachers conduct periodic formative assessments of student in Mathematics.
- Teachers meet weekly for data analysis to review student performance and progress and plan for next steps.
- Teachers participate in professional development and common planning around task design in Mathematics.

Strategies to increase parental involvement

- Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies/opportunities are shared. This includes family fun nights, parent workshops, trip and conferences described in detail in the PIP.
- Parent will receive monthly information on curriculum units\ skills and strategies that are being studied.
- Parents will receive regular feedback through progress reports and report cards on their child's progress towards meeting identified goals in Mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Current staff will engage in professional development on task design and common core alignment in Mathematics.
- Current staff will receive professional development in any identified areas of need.

Service and program coordination

- School Violence Prevention, School Meals, Universal Pre-Kindergarten and partnerships with Community Based Organizations allow us to ensure that students' basic needs for care and safety are met so that they are best prepared to focus on their learning.

Budget and resources alignment

- This goal is primarily supported through tax levy funds that cover the costs of covering teachers for professional development and common meeting times.
- Tax Levy funds also allow us to provide an after-school program in mathematics to provide additional supports to students.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To improve the overall performance and progress of Students with Disabilities in ELA.

- By June 2012, 20% of all Students with Disabilities in grades K-5 (21/106) will progress six reading levels as measure by DRA2 (K-2) or WRAP (3-5). 40% of all Students with Disabilities in grades K-5 (42/106) will progress at four/five reading levels as measure by DRA2 (K-2) or WRAP (3-5). 25% of all Students with Disabilities in grades K-5 (21/106) will progress three reading levels as measure by DRA2 (K-2) or WRAP (3-5).

Comprehensive needs assessment

- According to New York State data, PS 97 failed to make Adequate Yearly Progress for Students with Disabilities in ELA. In addition, the school failed to meet the Safe Harbor target for SWD in ELA by one point.

Instructional strategies/activities

- Teachers will provide differentiated instruction to students in ELA, providing for various entry points and supports for SWD.
- Teachers will conduct cycles of assessment, analysis, planning and instruction to ensure high quality delivery of instruction based on student needs.
- Teachers will participate in all grade level planning around task design and Common Core Standards. Teachers will also participate in planning for various learning needs to design various entry points into grade level curriculum for their students.
- Teachers will provide targeted small group\individualized instruction during the extended day blocks and after-school programs.
- Administration will work closely with teachers to identify students and provide additional supports in the forms of after-school opportunities and in class modifications.
- Administration will work closely with the Network to ensure all teachers working with special needs students receive continued professional development and support in designing instruction to meet the needs of their various learners.

Strategies to increase parental involvement

- Parents will have regular opportunities to participate in events where the home school partnership is emphasized and instructional strategies\opportunities are shared. This includes family fun nights, parent workshops, trip and conferences described in detail in the PIP.
- Parent will receive monthly information on curriculum units\ skills and strategies that are being studied.
- Parents will receive regular feedback through progress reports and report cards on their child's progress towards meeting identified goals on their IEPs as well as their progress towards meeting grade level standards in ELA.

Strategies for attracting Highly Qualified Teachers (HQT)

- PS 97 has in the past two years expanded the continuum of services that it provides to special needs students, most notably opening at least one Integrated Co-Teaching Classroom on every grade.
- Teachers in ICT classrooms receive targeted professional development in co-teaching models and differentiated instruction.
- ICT teachers participate in all grade level planning on task design and Common Core alignment.

Service and program coordination

- School Violence Prevention, School Meals, Universal Pre-Kindergarten and partnerships with Community Based Organizations allow us to ensure that students' basic needs for care and safety are met so that they are best prepared to focus on their learning.

Budget and resources alignment

- Tax Levy funds provide for appropriate Student:Teacher ratios, paraprofessional support, coverages for professional development and common planning.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	3			
1	12	25	N/A	N/A	1			
2	23	29	N/A	N/A	2			
3	27	20	N/A	N/A	5			
4	20	20	10		1			
5	32	20	10		1			
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>At-risk students are those whose performance is at the lowest levels (1or 2) on standardized tests as well as those showing deficiencies as determined by formal/informal assessments. These students are seen during the school day</p> <p>in the following ways:</p> <p>Teacher/Student Teachers sit side by side with students when they pull-out students (max. of 5) from classes to give AIS support in the Wilson Program.</p> <p>Small Group A push-in model is being utilized where AIS providers work with small groups of students in grades K through 5. In collaboration with the classroom teachers, selected based on performance level (scores of a level 1 or 2 on state tests, WRAP or ECLAS2/DRA2.</p> <p>ELA After School Program These academic services are offered to grades two through five for remediation services in the after school. The teachers articulate with the classroom teachers for child’s progress. These programs run approximately 2 months, two days a week.</p> <p>Summer School This service is provided to students who score a Level 1 and are retained. This program incorporates shared reading, guided reading, and read alouds, etc. Children are exposed to quality literature. Children are tested at the end of summer school.</p>
Mathematics	<p>Mathematics: At-risk students are those whose performance is at the lowest levels (1or 2) standardized tests as well as those showing deficiencies on formal\informal assessments. These students are seen during the school day</p> <p>Teacher/Student Teachers sit side by side with students when they push-in to classes to give needed individualized instruction, AIS support.</p> <p>Small Group A push-in model is being utilized where AIS providers work with small students in grades K through 5. In collaboration with the classroom teachers, selected based on performance level (scores of a level 1 or 2 on</p>

	<p>state tests, assessments).</p> <p>Mathematics After School Program These academic services are offered to grades two through five. These services are after school remediation. These teachers articulate with the classroom teachers. These programs run approximately 2 months for one and one half days a week.</p> <p>Summer School This service is provided to students who score a level 1 and are retained in their present grade. The Mathematics program emphasizing the development of critical thinking and skills using investigative activities. Manipulative materials are utilized.</p>
Science	<p>Science Afterschool Program These academic services are offered to ELL students in grades two through five to provide support to the science curriculum using ELA content area instruction, 2 days weeks, for five weeks.</p> <p>AIS Programs A pull out model is being used where the Science teacher works with small who have been targeted in 4th grade to work on hands-on experimental approaches during the school day on a weekly basis and in the extended day.</p>
At-risk Services provided by the Guidance Counselor	<p>The Guidance Counselor focuses on the social and emotional needs of students. Counseling helps the students to cope in the school setting. These students receive services during the school day 30 minutes a week; individually and/or group</p>
At-risk Services provided by the Social Worker	<p>The Social Worker is a member of the school assessment team. When referred to the team for an educational evaluation the social worker is responsible for meeting parents to obtain a student’s developmental history. This helps to assess the student’s issues within a developmental framework. Additionally, the social worker provides individual and clinical counseling to deal with issues (behavior, isolation, interactions with peers, teachers, etc) with their scholastic performance. The social worker may intervene during a crisis and make appropriate community referrals.</p>
At-risk Health-related Services	<p>The School Nurse provides the following services to all students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring the health status of and records of the students. <input type="checkbox"/> Administering and supervising students in self administration of medication. <input type="checkbox"/> Approving requests for special services for students. <input type="checkbox"/> Conferences with parents and teachers about health issues of students. <input type="checkbox"/> Teaching open air way classes for students diagnosed with asthma. <input type="checkbox"/> Teaching staff members how to administer the epi pen. <input type="checkbox"/> Health lessons to students in the classroom. <input type="checkbox"/> Emergency and first-aid interventions to students and teachers.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Assisting doctors in medical services and follow up on medical examinations needed.<input type="checkbox"/> Collaborating with the administration, teachers and school assessment services to students.<input type="checkbox"/> Following up and reporting communicable diseases to the appropriate <input type="checkbox"/> Assisting in school safety and emergency evacuation plans. |
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

The purpose of the P.S97 Parent Involvement Program is to develop a cohesive relationship that will insure an effective relationship that insures an effective involvement of parents and community in our school. This will insure our school is in compliance with the Part A of the No Child Left Behind (NCLB) Act. In addition activities involving parents in planning and decision making efforts increases students' overall achievement levels. Our school will support parents and families by:

- cultivating an effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- informing parents in a parent-friendly layout in languages they can understand about school and parent related programs;
- training parents using tangible materials to work with their children to improve achievement level;
- providing parents with information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- providing information to parents enlightening them on City, State and Federal standards and assessments;

Our school community meets the need of parents by carefully assessing the information found in school surveys and feedback forms. To increase and improve parent involvement and school quality, our school will:

- promote parent involvement and school quality by offering a forum for open discussion regarding funds allocated to promote academic excellence in literacy programs;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the school community to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and file a report with the Central office;
- holding parent workshops with a variety of topics that may include: grade-level curriculum and assessment expectations; literacy; mathematics; technology; training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability, e.g., NCLB/State accountability system, student proficiency level, Annual School Report Card, Progress Report, and Learning Environment Survey Report;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- inviting parents to educational, monthly family events/activities; throughout the school year;
- reinforce meaningful parent relationships on School Leadership Teams and Parent Teacher Association;
- hosting Family Fun Night events throughout the school year;
- administering written progress reports that are regularly given to keep parents informed of their child's progress;
- creating and distributing a school newsletter designed to keep parents informed about school activities and student progress;
- monthly calendars are distributed to all students to acknowledge upcoming events;

SCHOOL-PARENT COMPACT

Our school, in compliance with 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, 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 developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by qualified teachers;

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 Compact is related;
- arranging additional meetings at other flexible times, e.g. morning, evening;
- 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 parents with timely information regarding performance profiles and individual student assessment results for each and other pertinent individual school information; ensuring that the 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 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:

- create 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.

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Neal Opromalla	District 21	Borough Brooklyn	School Number 097
School Name The Highlawn School			

B. Language Allocation Policy Team Composition [?](#)

Principal Kristine Mustillo	Assistant Principal Miriam Bachman
Coach N/A	Coach N/A
ESL Teacher Christina Smoudianis	Guidance Counselor N/A
Teacher/Subject Area Amy Lee/ESL	Parent N/A
Teacher/Subject Area Katarina Zajacova/ESL	Parent Coordinator Louisa Agrusa/PC
Related Service Provider Michelle Cheung/OT	Other Linda Goldenberg/Sp.Nds/IEP T
Network Leader Neal Opromalla	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	801	Total Number of ELLs	169	ELLs as share of total student population (%)	21.10%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. In order to identify potential ELLs and ensure services are provided within mandated timelines, the ELL teachers (Ms. Smoudianis, Ms. Lee and Ms. Zajacova) are notified of all new admits. They have been trained in administering the HLIS and conducting informal oral interviews. Every effort is made to distribute required paperwork to parents/guardians in their native language. There are translators/staff members available in Spanish,(Ms.Goldenberg and Ms.Benvenuto) Italian,(Ms.Benvenuto)Chinese,(Ms. Lee) Russian,(Ms.Rybalova) Slovakian and Czech,(Ms.Zajacova)Greek,(Ms.Smoudianis)Arabic,(Mr.Nageeb)and Urdu,(Ms.Bhatia) The translation unit at the Department of Education has also been utilized.

Once home language has been identified, the LAB-R is administered by an ELL teacher,(Ms.Lee, Ms.Smoudianis, Ms.Zajacova) within 10 days of admission to the school. The results are hand-scored to determine entitlement. The Spanish LAB is administered to those students whose Home Language Survey OTELE code is Spanish. These students have been determined to be entitled to services after taking their LAB-R. They are then given the Spanish LAB to determine language dominance. Continued entitlement is based on the NYSESLAT, administered annually to all entitled ELLs. It measures English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs— and is administered each spring. The ATS report used to determine NYSESLAT eligibility is the RLER. It is run the morning of test administration of each modality (Listening, Speaking, Reading and Writing). Proficiency levels determine the requirements for ESL instruction in accordance with CR Part 154 requirements. Parents are notified each fall of the results of the NYSELSAT.

2. Once entitlement is determined, and within 10 days of admission to the school, parents/guardians of ELLs are invited to a Parent Orientation Workshop led by the ESL teachers, Ms. Smoudianis, Ms. Lee, and Ms. Zajacova. The purpose of this orientation is to explain the three program choices available to all ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). Materials explaining the choices include a video, as well as brochures, and are available in a variety of native languages. Translators are made available to attend the meetings. Should a parent be unable to attend the first meeting, other meetings will be held to accommodate the parents schedules. We also conduct outreach with the parents to set up one on one appointments and as a last resort, conduct telephone conferences as well. Materials are sent home to those parents that are unable to attend any of the scheduled meetings or come in for a one on one conference. We inform parents that the Parent Choice video is available online in many languages should the parent not be able to come to the school. Parents that have previously selected TBE/DL are notified by telephone should the program become available.

3. The ELL teachers are responsible for parent outreach to ensure that Entitlement Letters and Parent Survey and Program Selection forms are returned. The process includes the following steps and timeline: The forms are sent home with the students. After the initial distribution of materials, the return rate is assessed, with materials redistributed as necessary. For those forms still not returned, the ELL teachers will make telephone calls asking parents to come to the school. Every effort is made to accommodate parents with alternative dates for parents to meet. If the Program Selection form is not returned, the default program is Transitional Bilingual Education. Completed Parent Survey and Program Selection forms are placed in the child's cumulative record card, with copies

securely on file with the ESL teachers.

4. Parent choice is honored in the following ways: For parents that select Freestanding ESL, students are placed in the school's program immediately. For those that select TBE or Dual Language, they are placed in ESL until we reach the threshold of 15 students in one grade or two continuous grades in one language. Placement letters are sent home with the students, with copies placed on file in with the ESL teachers. Written materials are provided in native languages, and school staff is available to translate as well. If a parent requires translation and if there is no staff member who speaks that language, the Translation Unit is contacted for assistance. For those students whose NYSESLAT results indicate continued entitlement, letters are sent home with the students each September, with copies placed on file with the ESL teachers.

5 & 6. The school maintains a database of parent choice. A review of Parent Survey Selection forms for the past three years indicate a majority of parents select ESL over Dual Language and Transitional Bilingual Education Programs. Although we offer all three programs that have been approved by the NYC Department of Education (ESL, TBE and Dual Language) the majority of parents select ESL as their program choice. We do keep track of the other selections (TBE and Dual Language). The school will honor parent choice should we reach the threshold of 15 students in one grade or two contiguous grades in one language.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	4	5	4	4	3	4								24
Total	4	5	4	4	3	4	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	169	Newcomers (ELLs)	142
		Special Education	31

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	0

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	142	0	23	27	0	8	0	0	0	169
Total	142	0	23	27	0	8	0	0	0	169

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: N/A

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	8	9	9	3	3	0	0	0	0	0	0	0	40
Chinese	17	17	11	14	17	14	0	0	0	0	0	0	0	90
Russian	1	4	2	1	0	1	0	0	0	0	0	0	0	9
Bengali	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Urdu	1	1	0	3	1	0	0	0	0	0	0	0	0	6
Arabic	1	3	3	2	2	1	0	0	0	0	0	0	0	12
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	2	0	0	1	0	0	0	0	0	0	0	0	3
Other	3	1	1	2	0	0	0	0	0	0	0	0	0	7
TOTAL	31	37	26	32	24	19	0	169						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a&b. The school's licensed ESL teachers, Ms.Lee, Ms. Smoudianis, and Ms.Zajacova deliver instruction to English Language Learners through a freestanding ESL program implemented through the "push in" model. Students are heterogeneously mixed in all classes. All eligible ELL students in grades K-5 participate in the ESL program, with students programmed for ESL and ELA classes as mandated by CR- Part 154 (determined by the LAB-R or NYSESLAT scores).

2. The mandated instructional minutes are provided in the following way: Students scoring at the Beginner or Intermediate level on the NYSESLAT receive 360 minutes of ESL instruction weekly, while those students scoring at the Advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly, as mandated by CR-Part 154. The services are provided by licensed ESL teachers through a push in model. The ESL program is aligned with, and supports, the comprehensive core curriculum in literacy and mathematics. All classroom teachers have had required training in ESL methodologies and prepare differentiated content area lessons with ELL strategies in mind.

3. Content area instruction is delivered to ELL students through a collaborative approach. ESL students are grouped by proficiency level. Beginning and Intermediate students are grouped together. Advanced students are also grouped together. The school utilizes the "push in" model of ESL instruction. Instruction is content-based and centers on the Workshop Model. Curriculum mapping has been produced across the grades so that all out of classroom providers can service students consistently. The ESL teacher supports the classroom teacher and collaboratively, they conduct lessons. The teachers make content comprehensible to enrich language development by implementing Sheltered Instruction practices. Whole class read alouds and shared readings to promote reading comprehension, reading skills and strategies and to expand vocabulary. Standards-based activities include a variety of genres to enhance and promote student interest using a

A. Programming and Scheduling Information

broad spectrum of reading materials. Phonemic awareness, phonics, sequential decoding and sight word recognition assist in developing a solid foundation for young readers. Author studies are used to compare and contrast various writing styles. Writing activities are based on classroom reading selections and are tailored to meet the writing standards. The writing process is taught through Guided Writing, Shared Writing, Interactive Writing and Writers Workshop. Essay writing, interviewing, responding to literature, and narrative procedures and accounts are samples of the writing genres that are explored with the ESL students.

4. Not Applicable

5. The school makes use of a data-driven approach to differentiate instruction for all students, including ELLs. They use item skills analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Teachers maintain assessment data at a central location. Ongoing assessments are both formal and informal. For students in grades 3-5, the Writing and Reading Assessment Profile (WRAP) help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. In the lower grades, assessments such as ECLAS2, DRA-2 and informal assessments help teachers make appropriate decisions as they select reading materials, plan activities, and structure literacy programs for all students, including ELLs. Teachers also use this assessment data to set both long term and short term goals with their students. Progress towards these goals is monitored regularly and new goals are set as warranted.

5a. A review of Home Language Information Surveys indicates most students enter the school with some degree of literacy in their native language. Currently, there are no SIFE enrolled at the school (Students With Interrupted Formal Education). The instructional plan for SIFE students include a variety of supports. In addition to required ESL services as mandated by CR Part 154, SIFE students will be pulled out by an ESL teacher for differentiated intensive instruction based on their individualized needs. They will also be assigned a "buddy" in class to assist them, preferably one that speaks the same language.

5b. Students just arriving into an English Speaking School System are supported in a variety of ways. "Newcomers" are often paired with a buddy in their classroom. The buddy, preferably someone who speaks the same native language, assists the newcomers in completing classroom tasks and orients the "newcomer" to familiarize themselves to their new environment. We provide pull-out instruction to "Newcomers" until they develop enough basic skills to participate in their classroom lessons.

5c. In addition to the mandated ESL instruction, ELLs with 4-6 years of service are supported at the school. Instruction in Literacy, Math, Science and/or Social Studies is differentiated to meet the needs of these students. They are mandated to attend the additional 37.5 minutes of instruction. We also recommend that they attend the After School ELL Academy, funded through our Title III program.

5d. Long Term ELLs, students in an ESL Program for more than six years, (currently 0 students) are targeted for small group instruction to support their individual needs. Further, if adequate progress is not made, students are looked at on an individual basis by the PPT in an attempt to determine if a referral for a special education evaluation is appropriate.

6. ELL~SWD's, in addition to their IEP mandated services, are also supported at the school. They may be supported with a paraprofessional, as per their IEP, who speaks their native language, should that be their need. Students have access to the same curriculum as their general education peers. Content area instruction is differentiated to meet the needs of students. They are mandated to attend the additional 37.5 minutes of instruction. Instruction for these students is differentiated based on individual student needs. We also recommend that they attend the After School Program.

7. We meet the needs of ELL~SWD's through flexible programming designed to afford students with the least restrictive environment. Our students are mainstreamed according to their IEP mandates as well as individual student needs.

Courses Taught in Languages Other than English

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

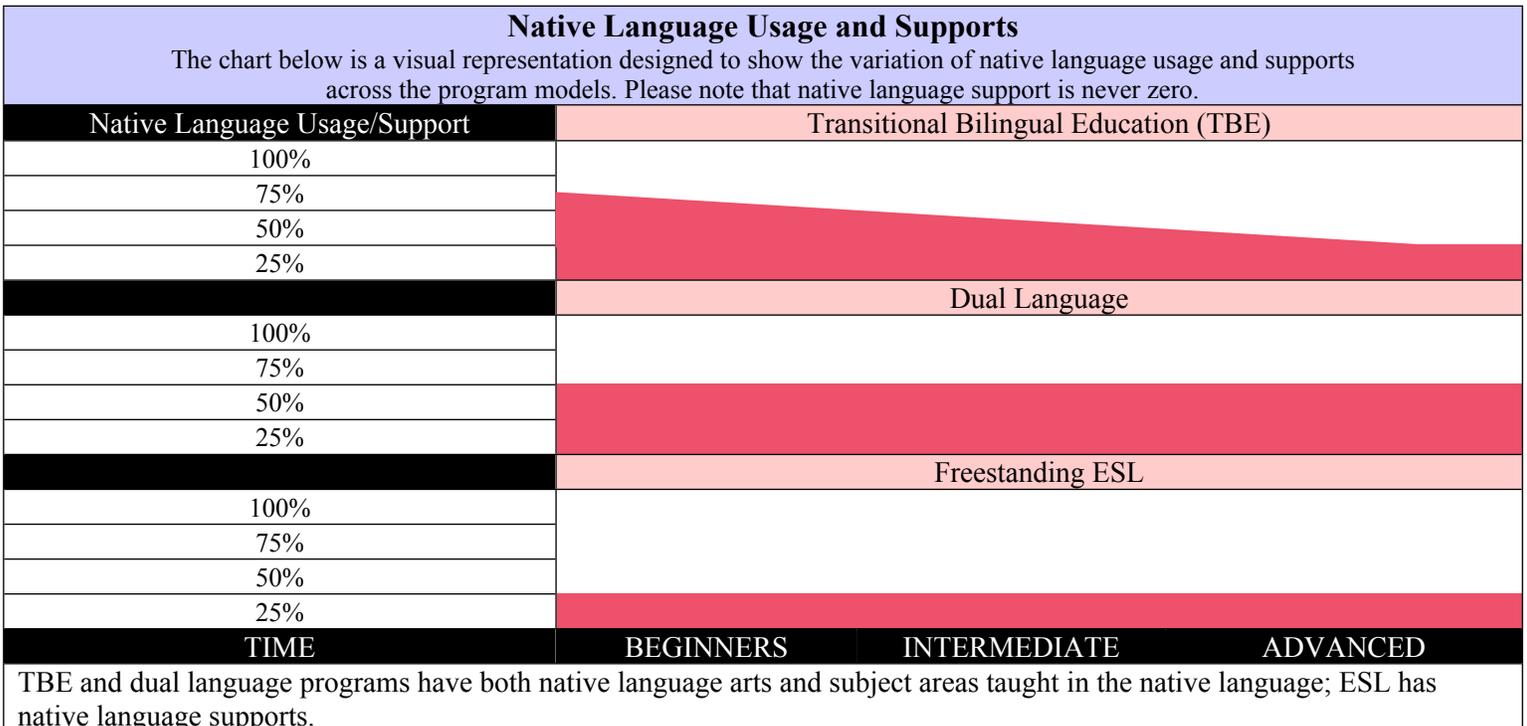
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted Intervention services are provided to all students, including ELLs, by AIS Literacy and/or AIS Math through the push-in/pull-out model based on the need of the student. Teachers work together to support student learning.

9. Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math
- Former ELLs may be invited to the Title III Afterschool Program. This program offers support in ELA, Math and Science
- Academic Intervention Services during the school day.
- 37.5 minutes

Transitional students are given testing modifications including extended time. Services offered to transitional students are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on State Standardized Assessments.

10. As an improvement for this school year, the school has purchased a literacy reading series to support our balanced literacy program, a component of this program supports ELLs. We will continue to provide ELLs scheduling a "pull-out" model for ELL "newcomers" while maintaining the "push-in" model for all other ESL instruction. Under this model, the ESL teacher and classroom teacher collaborate to provide language acquisition and vocabulary support. They will support the ELLs working in small groups, retaining content instruction and differentiating. This model helps to lower the student-teacher ratio.

11. We do not plan on discontinuing any programs for our ELLs.

12. ELLs are afforded equal access to all school programs in the following ways: The school has begun to implement the New York State Common Core Learning Standards and continues to follow New York City's Core Curriculum for all subject areas. All students including ELLs are exposed to the same curriculum and are afforded equal access. ELA is taught through the Balanced Literacy model. Mathematics instruction centers around Everyday Math in Kindergarten, grades 1 and 2. Houghton Mifflin Math is taught in grades three through five. Science and Social Studies instruction follows the New York City Scope and Sequence. Extra-curricular programs include partnerships with BAC, Brooklyn Arts Council, Inside Broadway, and the afterschool program designed specifically to help the ELL population funded by Title III. There are two after school programs supported by a community based organizations in our school The Italian American Federation Program and the Chinese American Planning Council. Our ELL students are invited and encouraged to attend and may also attend both the Title III program and the Community Based Organization programs. ELLs are afforded equal access to all school programs and actively participate in all activities.

13. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. Everything that is purchased for all students including ELLs is purchased on their grade-level. ELLs also have access to a wide array of technological tools including laptop computers and SMARTBoards.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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9. Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math
- Former ELLs may be invited to the Title III Afterschool Program. This program offers support in ELA, Math and Science
- Academic Intervention Services during the school day.
- 37.5 minutes

Transitional students are given testing modifications including extended time. Services offered to transitional students are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on State Standardized Assessments.

10. As an improvement for this school year, the school has purchased a literacy reading series to support our balanced literacy program, a component of this program supports ELLs. We will continue to provide ELLs scheduling a "pull-out" model for ELL "newcomers" while maintaining the "push-in" model for all other ESL instruction. Under this model, the ESL teacher and classroom teacher collaborate to provide language acquisition and vocabulary support. They will support the ELLs working in small groups, retaining content instruction and differentiating. This model helps to lower the student-teacher ratio.

11. We do not plan on discontinuing any programs for our ELLs.

12. ELLs are afforded equal access to all school programs in the following ways: The school has begun to implement the New York State Common Core Learning Standards and continues to follow New York City's Core Curriculum for all subject areas. All students including ELLs are exposed to the same curriculum and are afforded equal access. ELA is taught through the Balanced Literacy model. Mathematics instruction centers around Everyday Math in Kindergarten, grades 1 and 2. Houghton Mifflin Math is taught in grades three through five. Science and Social Studies instruction follows the New York City Scope and Sequence. Extra-curricular programs include partnerships with BAC, Brooklyn Arts Council, Inside Broadway, and the afterschool program designed specifically to help the ELL population funded by Title III. There are two after school programs supported by a community based organizations in our school The Italian American Federation Program and the Chinese American Planning Council. Our ELL students are invited and encouraged to attend and may also attend both the Title III program and the Community Based Organization programs. ELLs are afforded equal access to all school programs and actively participate in all activities.

13. ELL students have equal access to all instructional materials, including core curriculum materials. Each classroom is also equipped with a fully stocked classroom library with a wide variety of reading materials designed to support the individual needs of ELL students as they begin to acquire and develop their skills in English. Everything that is purchased for all students including ELLs is purchased on their grade-level. ELLs also have access to a wide array of technological tools including laptop computers and SMARTBoards.

14. Native language support is delivered in a variety of ways. We provide glossaries to our students in their native languages so that they can more easily develop their academic knowledge. We pair our students with a "buddy" who speaks their native language in their class. The "buddy" will sit with them in class and help support them throughout the class day until that student is able to be independent. We also

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted Intervention services are provided to all students, including ELLs, by AIS Literacy and/or AIS Math through the push-in/pull-out model based on the need of the student. Teachers work together to support student learning.

9. Students achieving proficiency in English are placed in a transitional program for two years. These children continue to be provided with support to maintain progress and student achievement in their classroom. Support is scaffolded, and as students demonstrate the ability to work independently, it is removed. Activities designed to support transitional students are:

- After School Program, offering academic support in reading and math
- Former ELLs may be invited to the Title III Afterschool Program. This program offers support in ELA, Math and Science
- Academic Intervention Services during the school day.
- 37.5 minutes

Transitional students are given testing modifications including extended time. Services offered to transitional students are individualized based on each student's need. Students are removed from the transitional program when they perform at or above Level 3 on State Standardized Assessments.

10. As an improvement for this school year, the school has purchased a literacy reading series to support our balanced literacy program, a component of this program supports ELLs. We will continue to provide ELLs scheduling a "pull-out" model for ELL "newcomers" while maintaining the "push-in" model for all other ESL instruction. Under this model, the ESL teacher and classroom teacher collaborate to provide language acquisition and vocabulary support. They will support the ELLs working in small groups, retaining content instruction and differentiating. This model helps to lower the student-teacher ratio.

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E. Parental Involvement

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

1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, Science Night, and other workshops designed to strengthen the home-school connection as well as to make parents aware of the curriculum in all content areas.

2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. These partnerships, the Italian American Federation and Chinese American Planning Council (CPC), sponsor after school programs and also assist families in navigating city agencies and ensures that families are afforded every resource available.

3. We evaluate the needs of the parents in several ways. Our teachers are in direct contact with many families and can assist us in determining the needs of our ELL families. We also provide parent surveys, translated in several high incidence languages, that gives parents the opportunity to express their needs. The Parent Coordinator is responsible for overseeing this outreach effort.

4. As a result of our outreach efforts, our parent involvement activities are designed around the needs of the parents. We regularly evaluate the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that it occurs. Some specific activities include Family Fun Nights, and Science Nights.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development for the entire staff, including all teachers (ELL, classroom, special education, cluster, subject area, and support staff) paraprofessionals, guidance counselors, and Assistant Principals, continues to be a focus for the school. The ESL teachers attend a wide variety of professional development workshops through BETAC and implement ELL methodologies at the school. They also attended Catherine Brown's Sheltered Instruction for ELLs, offered by our Network, CFN 409. Teachers of ELLs include instructional approaches and methods (Sheltered English) in their classroom that are designed to make content comprehensible to ELLs while enriching language instruction as well. We also have lead teachers that mentor our teachers. Teachers participate regularly in professional development based on their needs.

2. The staff is supported in transitioning ELLs to middle school. During grade meetings, they discuss the 6th grade curriculum as well as the appropriate skills expected in the middle school. Every effort is made to prepare the students for the transition. In addition, we host a "Middle School Night" where children transitioning to middle school as well as their parents attend.

3. All staff that require 7.5 hours of ELL training as per Jose P. are trained during regular scheduled grade meetings and also plan together with the ELL teachers to train their ELL students. Training includes Strategies for Learning, Academic Skills, and Instructional Strategies.

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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3. All staff that require 7.5 hours of ELL training as per Jose P. are trained during regular scheduled grade meetings and also plan together with the ELL teachers that service their ELL classes. Topics covered include Stages of Language Acquisition, Scaffolding Instruction for ELLs, Using Sheltered Instruction in the classroom. Teachers also collaborate about skills and strategies they use with their ELL students. Teachers of classrooms as well as the support teachers for that grade attend the meetings.

E. Parental Involvement

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

1. Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, Science Night, and other workshops designed to strengthen the home-school connection as well as to make parents aware of the curriculum in all content areas.

2. We partner with local community based organizations that offer resources and provide services to all of our families, including ELLs. These partnerships, the Italian American Federation and Chinese American Planning Council (CPC), sponsor after school programs and also assist families in navigating city agencies and ensures that families are afforded every resource available.

3. We evaluate the needs of the parents in several ways. Our teachers are in direct contact with many families and can assist us in determining the needs of our ELL families. We also provide parent surveys, translated in several high incidence languages, that gives parents the opportunity to express their needs. The Parent Coordinator is responsible for overseeing this outreach effort.

4. As a result of our outreach efforts, our parent involvement activities are designed around the needs of the parents. We regularly evaluate the effectiveness of our activities and redesign as needed. Our goal is to have all of our parents involved in school based activities and work to ensure that it occurs. Some specific activities include Family Fun Nights, and Science Nights.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	18	4	5	2	5	0	0	0	0	0	0	0	43
Intermediate(I)	2	13	6	18	5	5	0	0	0	0	0	0	0	49
Advanced (A)	20	6	16	9	17	9	0	0	0	0	0	0	0	77
Total	31	37	26	32	24	19	0	0	0	0	0	0	0	169

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	0	0	0	3	0						
	I		6	3	5	0	1	2						
	A		10	11	11	4	6	15						
	P		15	10	12	19	8	17						
READING/ WRITING	B		15	3	4	1	4	1						
	I		13	7	18	5	5	7						
	A		6	11	6	17	8	7						
	P		0	3	0	0	1	19						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	11	9	0	28
4	1	11	5	0	17
5	10	14	9	0	33
6				1	1

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses ECLAS-2 and DRA-2 to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their English speaking peers in most literacy strands. As a result, we have put in place initiatives that seek to close that gap. For example, the ELL component of our classes are homogenously grouped for continuity of instruction, ie. our beginner and intermediate ELLs are placed in the same class. Our teachers implement phonics and phonemic awareness activities into their

Additional Information

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

Paste additional information here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		11		12		1		29
4	0		6		13		1		20
5	0		16		16		2		34
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		9		5		18
8	0		0		0		0		0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses ECLAS-2 and DRA-2 to assess the early literacy skills of all students, including our ELLs. Our analysis of the data shows that ELLs typically score lower than their English speaking peers in most literacy strands. As a result, we have put in place initiatives that seek to close that gap. For example, the ELL component of our classes are homogeneously grouped for continuity of instruction, i.e. our beginners and intermediate ELLs are placed in the same class. Our teachers implement phonics and phonemic awareness activities into their daily literacy blocks. They also provide ELLs with differentiated, small group instruction based on their individual needs.

2. 2011 NYSESLAT results show that most students scored in the advanced category, indicating significant growth. Students generally enter the ELL program by scoring in the Beginner category. A further breakdown of those results by skill indicate that ELLs scored lower in the Reading/Writing subtests than the Listening/Speaking subtests. The LAB-R data shows that most students score in the Beginner/Intermediate categories. Further analysis shows that the Reading/Writing subtests are the weaker areas.

3. Most students scored in the advanced/proficient category for the Listening/Speaking subtest. The data for the Reading/Writing subtest reveals that students in grades 2 and 4 scored higher in the Reading/Writing subtest than students in grades 1, and 3. We have implemented a rigorous, common core aligned supplement, Journeys, to our Balanced Literacy instructional block. The program includes support for ELL students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Highlawn School		School DBN: 21K097	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristine Mustillo	Principal		11/30/11
Miriam A. Bachman	Assistant Principal		11/30/11
	Parent Coordinator		1/1/01
Christina Smoudianis	ESL Teacher		11/30/11
	Parent		1/1/01
Amy Lee/ESL	Teacher/Subject Area		11/30/11
Katarina Zajacova/ESL	Teacher/Subject Area		11/30/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Linda Goldenberg	Other <u>IEP/Special Ed</u>		11/30/11
Michelle Cheung	Other <u>Related Service/OT</u>		11/30/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K097 **School Name:** Highlawn School

Cluster: 04 **Network:** CFN409

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

Part A: Needs Assessment Findings

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

The primary language of the parents can be determined through the use of the current Blue Emergency Contact card and from the Adult Preferred Language Report (ATS). This report summarizes what was originally obtained from the Home Language Survey upon admission of the student. This was indicated by the parent for their preference. It will be used to provide parents with appropriate and timely information in the language they can understand.

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

The major findings of PS 97's written and oral interpretation needs have been determined to be at least nine different languages represented at the school. Our high incidence languages are Chinese with dialects of Mandarin, Cantonese, also Taiwanese. Other languages represented are Spanish, Russian, Arabic, Bengali, Urdu, Albanian, Slovak, Greek and Italian. We have shared these findings at staff conferences and PTA meetings.

Part B: Strategies and Activities

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

PS 97's in-house staff will provide written translation, Ms.Lee,(Chinese), Ms.Rybalova,(Russian), Ms.Goldenberg(Spanish). We utilize our in house staff to insure information is translated ina timely manner.Our larger documents will be sent to the Department of Education's Translation Unit for languages that are needed.

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

The school will provide oral translation through in-house staff, Ms.Lee, Ms. Cheung and Ms.Duong (Chinese), Ms. Goldenberg, Ms.Benvenuto, Ms.Arias(Spanish), Ms.Rybalova (Russian), Mr.Abdelsayed (Arabic), Ms.Bhatia (Urdu),Ms.Smoudianis (Greek). Ms.Benvenuto and Ms.Agrusa (Italian), Ms.Zajacova (Slovakian). There are always staff members available throughout the day, at Parent-Teacher Meetings, PTA meetings as well as Family Involvement Nights. Our psychologist, Ms.Maldonda and our Social Worker, Ms.Colon-Garcia both speak Spanish. If there is a time where we do not have a staff member who speaks the language that is needed we do call the Translation Unit.

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

PS 97 will fulfill the Chancellor's Regulation A-663 by the following:

As part of the admission process for new arrivals the school will determine the oral and written language preferences of the parents/guardians of each student and determine the language needs of the school population.

Each parent/guardian will be provided with written notification of their rights regarding translation and interpretation services, and instructions on how to obtain these services. These notices are available in 9 covered languages, provided by the Department of Education.

Parents will be made aware of the Department of Education's website and how to access the website in order to get the information concerning their rights about translation and interpretation.

The school will post in a conspicuous location, at the primary entrance, a sign in each of the covered languages indicating where a copy of the written notification can be obtained.

The School Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administration due to language barriers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Highlawn School	DBN: 21K097
Cluster Leader: Chris Groll	Network Leader: Neal Opromalla
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <u>5</u> # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

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:

The goal of PS 97's Title III program is to provide a rigorous, standards-based, data driven supplemental program for ELL students that will enable them to meet or exceed City and State performance standards and increase in the number of ELLs testing out and/or making adequate yearly gains in English on the NYSESLAT.

A review of standardized test scores, including the NYC and State ELA and Math exams and the NYSESLAT, demonstrate that ELL students are scoring below their English-speaking peers in Reading and Writing. ELLs have also lagged behind their peers on the NYS content area Science.

Based on student need, PS 97 will offer an after school supplemental program for ESL students in grades 1-5 that covers a wide range of content area support. The program will be taught by content area specialists with training in ESL methodologies. It will be taught in English, with native language support as necessary, and includes the following:

- An 10 week NYSELAT Academy for students in grade 1 - 5. The Academy will meet 3 hours per week from October 18, 2011 through December 20, 2011
- A 13 week ELL Academy (Literacy/Mathematics) for students in grades 2 – 5. The Academy will meet 3 hours per week from January 3, 2012 through April 5, 2012.
- A 6 week Science Academy for students in grades 2 – 5. The Academy will meet 3 hours per week from April 24, 2012 through May 31, 2012.

The program will support the following personnel:

The supervisor will establish the target population, create postings, select staff, and select materials. The supervisor will also be responsible for providing instructional supervision and support to all teachers, as well as monitoring student progress. The supervisor will be available should any incidents arise and to care for students who are not picked up.

There will be five teaching positions. They will use a variety of ESL strategies to differentiate instruction and accommodate various learning styles while supporting students in the content areas.

Part C: Professional Development

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:

Well-planned, ongoing professional development sessions will support language development for all students. Professional development will be targeted to meet the needs of the teachers and students. In an effort to maximize resources and maximize personnel exposed to learning experiences designed to improve teaching and learning for all ELLs, ELL professional development sessions will be part of the school's regularly scheduled program.

The ESL teachers will attend professional development throughout the school year and turnkey the information to the staff. Topics to be covered include:

Understanding Title III AMAOs: Accountability for ELLs

Distinguishing Between Language Acquisition and Learning Disabilities

New York State Common Core Curriculum and ELLs

Name of provider

NYC Department of Education Office of ELLs

CFN 409

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent involvement is an essential part of our school. Historically, parents of ELLs tend to be less involved in their children's education. In an effort to strengthen parent involvement for our ELLs and facilitate increased interactions between school and home for these students, we offer supportive and informative workshops. We have translators for high incidence languages at all of our PTA meetings, as well as other important parent meetings. Specific parent involvement activities include the following: Family Fun Nights, Science Night, and other workshops designed to strengthen the home-school

Part D: Parental Engagement Activities

connection as well as to make parents aware of the curriculum in all content areas.

Part E: Budget

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

Allocation Amount: \$22150

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	5 Teachers \$49.73 per hour including fringe x 5 teachers x 25.5 hours=\$6340.58 4 Teachers \$49.73 per hour including fringe x 4 Teachers x 39 hours =\$7757.88 4 Teachers \$49.73 per hour including fringe x 4 Teachers x 18 hours= \$3549.60 1 Supervisor,3 hours per week \$51.34 per hour including fringe x 87 hours=\$4466.58	10 week NYSESLAT Academy, 3 hours per week Tuesday, October 18,2011-Thursday, December 20, 2011 5 Teachers, Grades 1,2,3,4,5 13 weeks ELL Academy (Literacy/Mathematics) 3 hours per week Tuesday January 3, 2012 - Thursday April 5, 2012 4 Teachers, grades 2,3,4,and 5 6 week ELL Science Academy, 3 hours per week Thursday, April 24-Thursday May 31, 2012 4 Teachers, Grades 2,3,4 and 5
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be 		

Part E: Budget

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

Allocation Amount: \$22150

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$22,114.64	