



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ST. CLAIR MCKELWAY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 23K178

**PRINCIPAL:** DR. JOSEPH HENRY **EMAIL:** JHENRY1@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MR. AINSLIE CUMBERBATCH

### 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
Dr. Joseph Henry	*Principal or Designee	
Yvette Collins	*UFT Chapter Leader or Designee	
Angelica Barriere	*PA/PTA President or Designated Co-President	
Brenda Epps	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Diane Dowding	Member/PAC President	
Lorenzo Soleyn	Member/Assistant Principal	
Monica Sylvester	Chairperson/Grades 3-5	
Dolores Cocco	Support Services	
Roberte Zamor	Member/Grades 6-8	
Ophelia Nelson	Member/Grades Pre K-2	
Tasha Houser	Member/PTA Treasurer	
Agnes Diaz	Member/PTA	
Abena Douglas	Member/PTA	

Wendy Vivar	Member/PTA	
Alice Thomas	Member/PTA	
Keesha Graham	Member/PTA	

## **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**

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

By June 2012, align teacher practice with the Common Core Learning Standards (CCLS). The measurable objective is to ensure that all teachers

engage students in at least one literacy task and one math task aligned to strategically selected Common Core standards.

### **Comprehensive needs assessment**

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

This goal is directly connected to the instructional expectations that the central DOE has laid out this year. Goal 1 addresses the development of teacher lessons that engage all students in at least one literacy task and one math task aligned to strategically selected Common Core Learning standards by June, 2012. Goals 1, is a reflection of the DOE instructional expectations for student performance and progress that reduce the achievement gap.

In October 2011 a staff professional development survey was conducted which identified the pedagogical needs of the staff. The implementation of the Common Core Learning Standards was one of the areas that the teachers identified as needing professional development.

### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - Teachers review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks.
    - The instructional support team and grade level teams review the vertical alignment of CCLS to ensure that tasks are at appropriate level of rigor for each grade and that tasks meet the needs of all subgroups.
    - Differentiated instruction is used by all teachers to address the many modalities of learning. Professional development for differentiated instruction has been on-going for the past three years.
    - A uniform reading program in grades Pre-K -6<sup>th</sup> (Scott Foresman) and Grades 7-8 (EMC Literature Program) have been implemented. Specific instruction to address the needs of our ELL's, SWD's, subgroups, and high-risk students is embodied in both programs.

**b) staff and other resources used to implement these strategies/activities,**

- On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team around the common core learning standards citywide initiative and school wide goal.
- Teacher team meetings to map curriculum based on CCLS.
  - To support teachers in building the capacity necessary to achieve this goal professional development workshops, grade level meetings focused on common core learning standards, in-house training, and data driven instruction have been implemented on an on-going basis.
  - Aussie ELA and Math consultants have been hired to assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
  - The ESL teacher and special education teachers received training in September on collaborative team teaching which included the common core standards.
  - The AIS teachers attend monthly Math and ELA meetings at CFN408 regarding the implementation of the common core learning standards and the alignment of student tasks. This information is turn-keyed to the ELL teacher and the grade level inquiry teams during common preps, study groups, and instructional support team meetings.
- Administrative observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.
- Administrative feedback is given to teachers during post-observation conferences and short visit conferences.
- Creation of student portfolios that include teacher-developed tasks and rubrics aligned to the Common Core along with samples of student work to ensure completion of common core tasks
- Teachers will review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful tasks during common preps and administrative periods..
- The instructional teams will review the vertical alignment of CCLS to ensure that tasks are at appropriate level of rigor for each grade and group of students.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- During grade level inquiry team meetings teachers review student work against CCLS to identify gaps in instruction, to modify instruction and to create meaningful tasks.

- On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems during common preps, instructional support team meetings, grade level meetings are used to assess and evaluate the effect our strategies have on student outcomes. Based on analysis of data instruction is modified and/or reinforced.
- On-going collaboration takes place between Administration and staff to develop or modify teaching strategies/techniques.

**d) timeline for implementation**

- By March 2012, 50% of teachers will have fully implemented the common core learning standards evident in lesson plans, teacher-made tests, Bulletin boards, rubrics, and curriculum mapping.

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - conduct parent workshops with topics that may include: Common core learning standards, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - The 23K178 staff is 100% highly qualified.

- On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team around the common core learning standards citywide initiative and school wide goal.
- Teacher team meetings to map curriculum based on CCLS.
- To support teachers in building the capacity necessary to achieve this goal professional development workshops, grade level meetings focused on common core learning standards, in-house training, and data driven instruction have been implemented on an on-going basis.
- Aussie ELA and Math consultants have been hired to assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
- Administrative observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.
- Administrative feedback to teachers at post-observation conferences and short visit conferences..

**Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
  - Not Applicable

**Budget and resources alignment**

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to hire Educational consultants and non-contracted vendors to provide professional development for teachers and other staff.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to fund per session/per diem activities, professional development activities inside and outside the building.
  - Use Title III funds to purchase ELL supplemental material that reinforces the common core learning standards.

**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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - By June 2012, the percentage of students who meet proficiency (levels 3 & 4) on the NYS ELA assessment will increase from 40.2% on the 2011 assessment to at least 45% on the 2012 assessment.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  - This goal is based on the results of the 2010-2011 NYS ELA test, the 2010-2011 School Report Card, and an analysis of ARIS/Acuity data which shows that 40.2% of students meet proficiency (Levels 3 & 4). Our objective is to increase this number by at least 4.8% in the 2011-2012 school year to 45%.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - 37 1/2 minute tutorial on Monday through Wednesday will be used for remediation and enrichment for selected students.
    - Teacher generated bi-monthly student assessment report.
    - ELA unit tests and the ITA periodic assessments will be used to identify student needs and plan for differentiation of instruction.
    - Administration will provide teachers with supplemental resources for test preparation in all testing grades.
    - Middle School Teachers will provide students with small group instruction during administrative preps.
    - Grade level planning during common preps will be used to share best practices and strategies.
    - Inquiry teams that consist of teachers across the grades. The breakdown is Pre-K -2, 3-4, 5-6, and 7-8 and SWD/ELLs.
    - Data specialist works with the AIS team to analyze and present information regarding data analysis from both summative and formative assessments to the classroom teachers.
    - The development and the use of curriculum maps to align instructional practices in both the middle school and elementary school.
    - On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems.
      - Individualized teacher professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

- Academic intervention services for ELL students, special needs students, and subgroups.
- Aussie ELA and Math consultant to assist with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.

**b) staff and other resources used to implement these strategies/activities,**

- To ensure the cohesiveness of instruction uniform reading programs Scott Foresman “Reading Street” program is used in grades Pre-K -6<sup>th</sup> and the EMC Literature Program is used in Grades 7-8. Both programs are scientifically research based, are teacher friendly, include differentiated instruction, and address the needs of our Ell’s, SWD’s, subgroups, and high-risk students. A technology component is also included in both programs.
- On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team provides support for the citywide CCLS initiative and the school wide ELA goal.
- Teacher team meetings to map curriculum based on CCLS.
- Professional development workshops, grade level meetings focused on common core learning standards, and in-house training, play major role in the implementation of strategies/activities to increase performance/progress in ELA.
- An ELA consultant from Aussie has been hired to assist teachers with curriculum mapping and the development of literacy tasks that are aligned with the Common Core Learning Standards.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Curriculum mapping in ELA has provided the framework for teachers to participate in the design of our instructional program.
- On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems during common preps, instructional support team meetings, grade level meetings are used to assess and evaluate the effect our strategies have on student outcomes. Based on analysis of data instruction is modified and/or reinforced.
- On-going collaboration takes place between Administration and staff to develop or modify teaching strategies/techniques.

**d) timeline for implementation.**

- Implementation of all activities is from September 2011 through June 2012. Results of teacher-made tests, administrative observations (formal/informal) and the Analysis of the following benchmark tests will be used to measure our progress and provide data for modification of strategies/activities:
  - 9/12/11 – 9/16/11 – Beginning of year Inventory (All Grades)
  - 9/19/11 – 9/23/11 – ELA Diagnostic (All Grades)
  - 9/12/11 – 10/28/11 – ECLAS 2 (Grades 1, 2)
  - 10/3/11 – 2/10/12 – NYSAA (Eligible Special Ed. Students)
  - 11/3/11 – 11/18/11 – ELA ITA 1 (Grades 3-8)
  - 12/6/11 - 12/7/11 – NYS ELA Practice Test 1 (Grades 3-8)

- 1/3/12 – 2/10/12 – ECLAS 2 (Kindergarten)
- 1/17/12 – 2/3/12 – ELA ITA Predictive Assessment
- 2/14/12 – 2/16/12 – NYS ELA Practice Test 2 (Grades 3-8)
- 3/5/12 – 3/16/12 – ELA ITA 2 (Grades 3-8)
- 4/3/12 – 4/5/12 – NYS ELA Practice Test 3 (Grades 3-8)
- 4/18/12 – 5/18/12 – NYSESLAT (English as a second language speaking test – Grades K-8)
- 4/23/12 – 5/30/12 – ECLAS 2 (Grades K-2)
- 4/17/12- 4/18/12 – NYS ELA Exam
- 5/7/12 – 5/18/12 - NYSESLAT (English as a second language reading, writing, listening test – Grades K-8)

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - Monthly curriculum notice that informs parents of the ELA objectives for the month which includes activities that can be done at home to reinforce the concepts.
  - Grade level parent- teacher conferences are held to inform parents about student progress, academic goals, and special events (this is in addition to the city wide open school meetings).
  - Other means of communication include parent and student handbooks, notes, behavioral information sheets, phone calls, home visits, meetings and conferences.
  - Student notebooks are a primary source of communication between school and home.
  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
  - schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
  - translate all critical school documents and provide interpretation during meetings and events as needed;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - The 23K178 staff is 100% highly qualified.
  - On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team around the common core learning standards citywide initiative and school wide goal.
  - Teacher team meetings to map curriculum based on CCLS.
  - To support teachers in building the capacity necessary to achieve this goal professional development workshops, grade level meetings focused on common core learning standards, in-house training, and data driven instruction have been implemented on an on-going basis.
  - An ELA consultant from Aussie has been hired to assist teachers with curriculum mapping and the development of literacy tasks that are aligned with the Common Core Learning Standards
  - Administrative observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.
    - Administrative feedback to teachers at post-observation conferences.
    - Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

### **Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
  - We are in partnership with The following community based organizations which support our school goals and promote excellence in academic achievement for our students:
    - Professional Teaching Artist – provides music instruction and professional development in proficiency, harmony, reading music, and instrumental band music
    - Brownsville Multi-purpose Health center – provides individual and family counseling
    - Legal Lives: Talks to children about respect, choices, and violence
    - What About the Children: Commitment to empower future leaders
    - Respect for All provides empowerment for young adults.
    - New York Psycho-Therapy provides counseling for students and parents
    - Healthy Schools Brooklyn Program –program to develop school health policies, increase opportunities for physical activity, healthy eating habits, and school wellness team.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to hire Educational consultants and non-contracted vendors to provide professional development for teachers and other staff.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to fund per session/per diem activities, professional development activities inside and outside the building.
  - Use Title III funds to purchase ELL supplemental material and professional development workshops/training for the ESL teacher that reinforces the common core learning standards.

### 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**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**
  - By June 2012, improve student outcomes in Math. The percentage of students who meet proficiency (levels 3 & 4) on the NYS mathematics test will increase from 48.1% achieved on the 2011 assessment to at least 52%.

#### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
  - This goal is based on the results of the 2010-2011 NYS Math test, the 2010-2011 School Report Card, and an analysis of ARIS/Acuity data which shows that 48.1% of students meet proficiency (Levels 3 & 4). Our objective is to increase this number by at least 3.9% in the 2011-2012 school year to 52%.

#### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - 37 1/2 minute tutorials on Monday through Wednesday will be used for remediation and enrichment for selected students.
    - Teacher generated bi-monthly student assessment report.
    - Teacher team meetings will be held every Thursday to examine student work and plan instruction accordingly.
    - Teacher-made math tests and the ITA periodic assessments will be used to identify student needs and plan for differentiation of instruction.
    - Administration will provide teachers with supplemental resources for test preparation in all testing grades.
    - Middle school teachers will provide students with small group instruction during administrative preps.
    - Grade level planning during common preps will be used to share best practices and strategies.
    - Review of summative data and item skills analyses from 2011 NYS math assessment.
    - Inquiry teams that consist of teachers across the grades. The breakdown is Pre-K -2, 3-4, 5-6, and 7-8 and SWD.
    - Inquiry teams will focus in math on developing tasks that require students to demonstrate their ability to construct and explore the reasoning behind their arguments.
    - Data specialist works with the AIS team to analyze and present information regarding data analysis from both summative and formative assessments to the classroom teachers.
    - Teachers will examine student work and conference notes in math to inform instructional decisions.

- Teachers review CCLS in math to identify gaps in curriculum and instruction.
- Teachers create meaningful, instructional tasks to be embedded in instruction.
- Teachers keep conference notes and next steps for individual math students and small groups.
- Teachers review CCLS against math classroom material with the support of lead teachers, consultants, inquiry teams, and administrators to identify where gaps exist and how to create more time to cover math concepts in depth.

**b) staff and other resources used to implement these strategies/activities,**

- On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team provides support for the citywide CCLS initiative and the school wide Math goal.
- Teacher team meetings to map curriculum based on CCLS.
- Professional development workshops, grade level meetings focused on common core learning standards, and in-house training, play major role in the implementation of strategies/activities to increase performance/progress in Math.
- A Math consultant from Aussie has been hired to assist teachers with curriculum mapping and the development of math tasks that are aligned with the Common Core Learning Standards.

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Curriculum mapping in Math has provided the framework for teachers to participate in the design of our instructional program.
- On-going analysis of student work and data from ITT-McGraw-Hill periodic assessments, teacher-made tests, and ARIS/Acuity systems during common preps, instructional support team meetings, grade level meetings are used to assess and evaluate the effect our strategies have on student outcomes. Based on analysis of data instruction is modified and/or reinforced.
- On-going collaboration takes place between Administration and staff to develop or modify teaching strategies/techniques.

**d) timeline for implementation.**

- Implementation of all activities is from September 2011 through June 2012. Results of teacher-made tests, administrative observations (formal/informal) and the Analysis of the following benchmark tests will be used to measure our progress and provide data for modification of strategies/activities:
  - 9/12/11 – 9/16/11 – Beginning of year Inventory (All Grades)
  - 9/19/11 – 9/23/11 – Math Diagnostic (All Grades)
  - 11/3/11 – 11/18/11 – Math ITA 1 (Grades 3-8)
  - 12/14/11 - 12/15/11 – NYS Math Practice Test 1 (Grades 3-8)
  - 1/17/12 – 2/3/12 – Math ITA Predictive Assessment (grades 3-8)
  - 3/5/12 – 3/16/12 – Math ITA 2 (Grades 3-8)
  - 3/20/12 – 3/22/12 – NYS Math Practice Test 2 (Grades 3-8)
  - 4/17/12 – 4/19/12 – NYS Math Practice Test 3 (Grades 3-8)

- 4/23/12- 4/24/12 – NYS Math Exam

#### **Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - Monthly curriculum notice that informs parents of the Math objectives for the month that includes activities that can be done at home to reinforce the concepts.
  - Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
  - Translation of all critical school documents and provide interpretation during meetings and events as needed;
  - grade level parent- teacher conferences are held to inform parents about student progress, academic goals, and special events (this is in addition to the city wide open school meetings).
  - Other means of communication include parent and student handbooks, notes, phone calls, home visits, meetings and conferences.
  - Student notebooks are a primary source of communication between school and home..
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
  - translate all critical school documents and provide interpretation during meetings and events as needed;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - The 23K178 staff is 100% highly qualified.
  - On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team around the common core learning standards citywide initiative and school wide goal.
  - Teacher team meetings to map curriculum based on CCLS.
  - To support teachers in building the capacity necessary to achieve this goal professional development workshops, grade level meetings focused on common core learning standards, best practices, in-house training, and data driven instruction have been implemented on an on-going basis.
  - A math consultant from Aussie has been hired to assist teachers with curriculum mapping and the development of literacy tasks that are aligned with the Common Core Learning Standards
  - Administrative observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.
    - Administrative feedback to teachers at post-observation conferences.
    - Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

### **Service and program coordination**

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**
  - We are in partnership with The following community based organizations which support our school goals and promote excellence in academic achievement for our students:
    - Professional Teaching Artist – provides music instruction and professional development in proficiency, harmony, reading music, and instrumental band music
    - Brownsville Multi-purpose Health center – provides individual and family counseling
    - Legal Lives: Talks to children about respect, choices, and violence
    - What About the Children: Commitment to empower future leaders
    - Respect for All provides empowerment for young adults.
    - New York Psycho-Therapy provides counseling for students and parents
    - Healthy Schools Brooklyn Program –program to develop school health policies, increase opportunities for physical activity, healthy eating habits, and school wellness team.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to hire Educational consultants and non-contracted vendors to provide professional development for teachers and other staff.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to fund per session/per diem activities, professional development activities inside and outside the building.
  - Use Title III funds to purchase ELL supplemental material and professional development workshops/training for ESL teacher that reinforces the common core learning standards.

## 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**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**
  - By June, 2012, at least 50% of all teachers will increase their skill in planning and preparation and their use of technology and instructional resources.

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
  - This goal is based on the results of the 2011-2012 Professional Development Survey that was used to solicit teacher input on training needs.
  - Goals 4, is a reflection of the DOE instructional expectations for student performance and progress that reduce the achievement gap.

### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - To support teachers in building the capacity necessary to achieve this goal professional development workshops, grade level meetings focused on planning and preparation, and in-house training, will be implemented on an on-going basis.
    - Teacher team meetings will be held every Thursday to examine student work and plan instruction accordingly.
    - Data specialist and AIS team will analyze and present information regarding data analysis from both summative and formative assessments to the classroom teachers.
    - On-going professional development on the use of interactive whiteboards during study groups, common preps, and grade level meetings.
    - New smart-boards will be purchased and installed for each grade to provide a different modality for learning.
    - Purchase of at least one additional smart-board using NYSTL funding each year until all classrooms have smart-boards.
    - The school website will be used to disseminate assignments to students and information to parents, students, and staff.
    - Administration, instructional support team, and grade leaders will conduct frequent observations and walk through both formal and informal to monitor the use of technology and instructional resources to identify individual support needs.
    - Teachers will select instructional resources that align directly with learning outcomes and are appropriately challenging for all students including ELLs and Special Needs students.

**b) staff and other resources used to implement these strategies/activities,**

- On-going professional development with CFN 408 Director of Instruction.
- Weekly Instructional Support Team Meetings
- Weekly teacher team meetings.
- Formal and informal observations conducted by Administration to monitor:
  - Rigorousness of instruction
  - Differentiation of instruction
  - Meeting with teachers and students
  - Interim Periodic Assessment test results.
  - The classroom environment.
  - Teacher lesson plans
  - Student engagement in lessons.
- Training from Aussie consultants
- Purchase of technology equipment using NYSTL funds and 2010-2011 Reso-A Grant
- Administrative monitoring

**c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

- Feedback from weekly teacher team meetings.
- 2011-2012 Professional Development Survey.
- Grade level administrative planning meetings to develop lesson plans that include the use of technology.
- Inclusion of technology components in the curriculum mapping activities.

**d) timeline for implementation.**

- Monthly Professional Development Workshops September 2011 through January 2012:
  - Charlotte Danielson Framework for Learning
  - Common Core Learning Standards
  - Aussie Math Curriculum Mapping
  - Aussie ELA Curriculum Mapping
  - CFN 408 Monthly ELA/Math PD
  - Ventures Education Consultant CTT Training
  - Data Specialist Training
  - ELL Training
  - SMART Board Training
- January 2012 a second Teacher Professional Development Survey will be administered to identify progress and additional needs.

- By June, 2012, at least 50% of all teachers will increase their skill in planning and preparation and their use of technology and instructional resources.

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
  - Monthly curriculum notice that informs parents of the ELA/Math objectives each month that includes activities that can be done at home to reinforce the concepts.
  - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - providing assistance to parents in understanding City, State and Federal standards and assessments;
  - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - The 23K178 staff is 100% highly qualified.
  - On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team. Teacher team meetings to map curriculum based on CCLS.
  - On-going professional development workshops have been scheduled to support teachers in building the capacity necessary to achieve this goal. In addition grade level meetings focused on common core learning standards, best practices, in-house training, and data driven instruction take place on a weekly basis.
  - Aussie consultants assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
  - Administrative observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.
    - Administrative feedback to teachers at post-observation conferences.
    - Individualized professional development plans that focus on improving classroom environment, use of data, planning

instruction and transparent assessment of students.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to hire Educational consultants and non-contracted vendors to provide professional development for teachers and other staff.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to fund per session/per diem activities, professional development activities inside and outside the building.
  - Use of Title III funds to pay for professional development workshops, technology equipment, and training for the ESL teacher.

## ANNUAL GOAL #5 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 #5**

- **Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.**
  - To improve teacher effectiveness by developing a shared understanding of instructional excellence.

### **Comprehensive needs assessment**

- **Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.**
  - In preparation for the forthcoming Charlotte Danielson, rubric based teacher evaluation system and the need to have a clear understanding between teachers and administration of expectations regarding teacher practices and student achievement we have taken the following measures:
    - Administrators will engage in short, frequent cycles of classroom observation and feedback approximately every 4 to 8 weeks using a research-based rubric.
    - The purpose of the short visits is to provide meaningful feedback to teachers and articulate clear expectations for teacher practice.

### **Instructional strategies/activities**

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
  - a) **strategies/activities that encompass the needs of identified student subgroups,**
    - Provide the framework for teachers to self-assess on selected components of a research-based rubric.
    - Develop and implement a coherent PD plan for teachers.
    - Administration will integrate selected components of the research-based evaluation rubric in the formal observation process.
    - Administration will set up and follow a schedule for teacher observation and feedback using a research-based rubric.
    - The focus of teaching, learning, and assessment in the classroom will be to promote student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study.
  - b) **staff and other resources used to implement these strategies/activities,**
    - CFN 408 Director of Instruction and the PS178 Instructional Support Team.
    - Administrative observations and walk through both formal and informal.
    - Administrative feedback to teachers at post-observation conferences and short visit conferences.
    - Individualized professional development plans that focus on components of the research-based evaluation rubric.

- c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- Individual professional development plans for each teacher based on Danielson Teaching Framework with identified next steps after each Short Frequent Observation.
  - Weekly teacher team meetings.
  - Teacher Professional Development Survey.
  - Grade level administrative planning meetings
  - Weekly Instructional Support Team Meetings
- d) **timeline for implementation.**
- On-going from September 2011 through June 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - N/A

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - The 23K178 staff is 100% highly qualified.
  - On-going professional development with CFN 408 Director of Instruction and the PS178 Instructional Support Team.
  - Teacher team meetings focused on providing teaching, learning, and assessment in the classroom that promotes student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study.
  - Weekly grade level meetings focused on common core learning standards, best practices, in-house training, and data driven instruction
  - On-going professional development workshops that support teachers in building the capacity necessary to achieve this goal. Aussie consultants assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
  - Administrative observations and walk through both formal and informal to ensure that academic rigor is evident in curriculum mapping documents, lesson plans, teacher practices, teacher delivery of lessons.
  - Administrative observations and walk through to ensure that teacher questioning techniques encompass higher order thinking questions and on-going assessment of student learning.
  - Administrative observations and walk through to ensure that students are engaged and that differentiation of instruction

is evident based on lesson plans, grouping, assignments, etc.

- Administrative observations and walk through to ensure that teachers are using data to drive instruction.
- Administrative feedback to teachers at post-observation conferences.
- Individualized professional development plans that focus on improving classroom environment, use of data, planning instruction and transparent assessment of students.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to hire Educational consultants and non-contracted vendors to provide professional development for teachers and other staff.
  - Use of Conceptual Consolidated Funds i.e. Title I Part A Basic, Title II, Title III, and Tax Levy to fund per session/per diem activities, professional development activities inside and outside the building.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	30	30	N/A	N/A	1			
<b>1</b>	30	30	N/A	N/A				
<b>2</b>	28	28	N/A	N/A				
<b>3</b>	30	30	N/A	N/A				
<b>4</b>	53	53					1	
<b>5</b>	14	14						
<b>6</b>	20	20						
<b>7</b>	20	20						
<b>8</b>	20	20						
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p><b>SETTS/AIS provider utilizes the following program and/or strategy:</b></p> <ul style="list-style-type: none"> <li>• small group 8:1 maximum</li> <li>• Achieve It-ELA program grade 4</li> <li>• 37 1/2 minute sessions</li> <li>• 1:1 tutorials using the Wilson Reading</li> </ul> <p><b>IEP Teacher/AIS provider:</b></p> <ul style="list-style-type: none"> <li>• Achieve It-ELA program</li> <li>• Supplemental ELA workbooks</li> </ul> <p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>• Students receive speech and language to help with articulation and language skills based on IEP.</li> </ul>
<b>Mathematics</b>	<p><b>SETTS/AIS provider utilizes the following program and/or strategy:</b></p> <ul style="list-style-type: none"> <li>• Small group instruction 8:1 maximum</li> <li>• Achieve It-Math program grade 4</li> <li>• 37 1/2 minute small group tutorial sessions</li> <li>• 1:1 individual tutoring</li> </ul> <p><b>IEP Teacher/AIS provider:</b></p> <ul style="list-style-type: none"> <li>• Achieve It-Math program</li> <li>• Supplemental ELA/Math workbooks.</li> <li>• Students in 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> grades are serviced during the regular school day</li> <li>• 5<sup>th</sup> graders are serviced during the regular and extended day sessions.</li> </ul>
<b>Science</b>	<p>10 students are provided Small group instruction during the 37 1/2minute tutorial Monday through Wednesday, from day-2:50PM-3:37PM.</p>

<b>Social Studies</b>	10 students are provided Small group instruction during the 37 1/2minute tutorial Monday through Wednesday, from day-2:50PM-3:37PM.
<b>At-risk Services provided by the Guidance Counselor</b>	Counselor addresses behavior issues that interfere with classroom conduct/learning. Temporary services designed to help students deal with short term problems.
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	The social worker provides ERSA counseling for one student
<b>At-risk Health-related Services</b>	<p><b>SETTS/AIS provider utilizes the following program and/or strategy:</b></p> <ul style="list-style-type: none"> <li>• small group 8:1 maximum</li> <li>• Achieve It-ELA program grade 4</li> <li>• 37 1/2 minute sessions</li> <li>• 1:1 tutorials using the Wilson Reading</li> </ul> <p><b>IEP Teacher/AIS provider:</b></p> <ul style="list-style-type: none"> <li>• Achieve It-ELA program</li> <li>• Supplemental ELA workbooks</li> </ul> <p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>• Students receive speech and language to help with articulation and language skills based on IEP.</li> </ul>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**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 <b>CHRISTOPHER GROLL/LUCIUS YOUNG</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>178</b>
School Name <b>ST. CLAIR MCKELWAY SCHOOL</b>			

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

Principal <b>DR. JOSEPH HENRY</b>	Assistant Principal <b>LORENZO SOLEYN</b>
Coach <b>ELA YVETTE COLLINS</b>	Coach
ESL Teacher <b>ESL DOLORES COCCO</b>	Guidance Counselor <b>MARCELA COLMORE</b>
Teacher/Subject Area <b>MONICA SYLVESTER</b>	Parent <b>DIANNE DOWDING</b>
Teacher/Subject Area <b>IDALIA JONES-MAXWELL</b>	Parent Coordinator <b>PRISCILLA DAVIS</b>
Related Service Provider <b>E. TURNER/H. BRUMMELL</b>	Other <b>SHALCA NELSON</b>
Network Leader <b>LUCIUS YOUNG</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>598</b>	Total Number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>5.02%</b>
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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- These are the steps followed for the initial identification of those students who may possible be ELLs:

\* The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to PS178. The Pupil Personnel Secretary, administers the HLIS. If the HLIS indicate a language other than English, then the Pupil Personnel Secretary, notifies the ESL teacher. The ESL teacher conducts an informal interview with the parent in their native language and or English.

\* The formal initial assessment is conduct by the ESL teacher who administers the LAB-R within 10 days of enrollment. The ESL teacher uses the State designated level of proficiency on the LAB-R to determine if the student is eligible for either Freestanding ESL, Transitional Bilingual Education or Dual Language.

\* Using the NYSESLAT, theESL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined by the NYSESLAT guidelines.

\* The ESL teacher has a ESL License and a Masters in Bilingual Education.

2- Various structures implemented at PS178, to ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ESL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ESL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices i.e.Transitional Bilingual Education, Dual Language or Freestanding ESL programs. They are advised that St. Clair McKelway only offers a Freestanding ESL program, however the guidance department in conjunction with the ESL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training, such as ARIS. Also, parents are informed of Regional presentations, by ESL teacher and Parent Coordinator.

3- The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ESL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ESL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed, returned and entered on the ELPC.

4- The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs are:

\* The Home Language Identification Survey (HLIS)

\* Students test results from the LAB-R

\* Entitlement Letters and Parent Survey and Program Selection Form, and Placement letter.

\* For those parents and students that request Transitional Bilingual Education or Dual Language programs the guidance counselor, Assistant Principal and ESL teacher collaborate to provide assistance in locating an appropriate school.

\* Students are placed in the ESL instructional program at PS178K.

5- After reviewing the Parent Survey and Program Selection forms, reported into the ELPC, the trend over the past few years, most of

the parents have chosen the Freestanding ESL program offered at PS178K.

6- The program model offer at PS178K is in alignment with parental requests, which is the Freestanding ESL program.

## 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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	8	6	3	3	2	2	1	2	3					30
<b>Total</b>	8	6	3	3	2	2	1	2	3	0	0	0	0	30

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	2
SIFE	3	ELLs receiving service 4-6 years	5	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

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	
Dual Language										0
ESL	25	3	0	5	0	2	0			30
Total	25	3	0	5	0	2	0	0	0	30
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	4	1	2			1	2	2					18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian		1	1		2	1								5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2		2										6
<b>TOTAL</b>	8	7	2	4	2	1	1	2	3	0	0	0	0	30

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

1- The instruction organizational model at PS178K is delivered using;

a) Our students are serviced using the Freestanding ESL Pull-Out model.

b) The ESL Pull-Out program model is instructed in an ESL classroom in heterogeneous (mixed proficiency levels) groups of no more than 10 students.

2- The ESL mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154.

a) The CR Part 154 mandates are addressed in the instructional plan for language development. In our Freestanding ESL Pull-Out model uses Beginner and Intermediate students receive two fifty minutes periods of ESL instruction daily. Advance students receive one fifty minute period of ESL instruction daily in addition to 90 minutes of ELA received in their general education classes.

3- The English language acquisition is emphasized in the content areas. All classes are delivered in English using ESL strategies such as Total Physical Responses. The ELL students participate fully in the Literacy, Math and other content areas programs with the General Education population. Teachers make use of resources in each of these core programs to target the specific needs of ELLs. Much of this work includes vocabulary development, conversation with peers, and use of ancillary resources to support understanding (e.g. picture dictionary).

4- To provide differentiated instruction for ELLs subgroups the results of the NYSESLAT test is used by the ESL teacher to identify each student's modality. Classroom teachers differentiate instruction and use specific ELL material and resources to meet the ELL needs. In addition, students receive ELS services during the school day. Selected students receive tutorial services during the 37 1/2 minutes. In addition, we also provide the Saturday Academy for ELL student. There is also on-going collaboration between the ESL teacher and the content area teachers.

a) Currently we have 3 SIFE students. Identified SIFE students receive additional services after we determine their prior knowledge. We meet with the parents, content area teachers, guidance, school based support team and the AIS provider to develop an instructional plan for each SIFE student. The AIS team is also available to help students acquire the skills they may need for academic success. If further help is needed, we will research the availability of bilingual computer tutorials for these students as a supplement to their education.

b) Our plan for newcomers is to start off the school year with a welcome orientation for students and parents. This orientation highlights the attributes and expectations of US schools. Our parent coordinator would continue this orientation throughout the year by being available to parents in the transition process. Newcomers will be fully serviced by the Certified ESL teacher through our Freestanding Pull-Out program and differentiated instruction in the content areas of instruction.

c) Students who are have been receiving services for 4 to 6 years continue to receive services until they become proficient in all 4 modalities (speaking, listening, reading, and writing) of the English language.

d) Long-term ELL students are recertified every year if they are not proficient on the NYSESLAT. After becoming proficient students are

## A. Programming and Scheduling Information

monitored for an additional two years for progress.

e) If identified an ELL student with special needs, they are serviced by our Special Education teacher, the AIS team in addition to the services of the ESL teacher.

5- The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (Accelerated Reader Program, 100 Book Challenge Program, leveled classroom libraries, and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.

6- The ESL teacher talk to teachers in the other content areas to make sure that students are confortable. In addition, our transitional students will continue to receive support from the ESL teacher. These students will also receive their mandated test accommodations for 2 years if needed.

7- All programs will remain the same in our school.

8- As of now all ELL programs will continue to service and support the students in reaching their academic proficiency.

9- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs of PS178K are involved in the majority of the school's activities.

10- To meet the needs of ELL students, we use the Scott Foresman reading program that has an ELL component as part of the instructional materials. Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses the following instructional materials to support the learning of ELLs in our school: students use the ELL module in the "Destination Math/ELA" software for enrichment; the on-line components of ACUITY (grades 3-8); Renzulli Learning and the Rosetta Stone enrichment programs, helps to prepare students for the standarized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

11- In the ESL instructional model, the students are allowed to use Spanish English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.

12- All required services support, and resources correspond to ELLs age and grade levels.

13- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive and additional hour and a half of instruction using differentiated methods such as computers, art. Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.

14- The language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.

### 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:

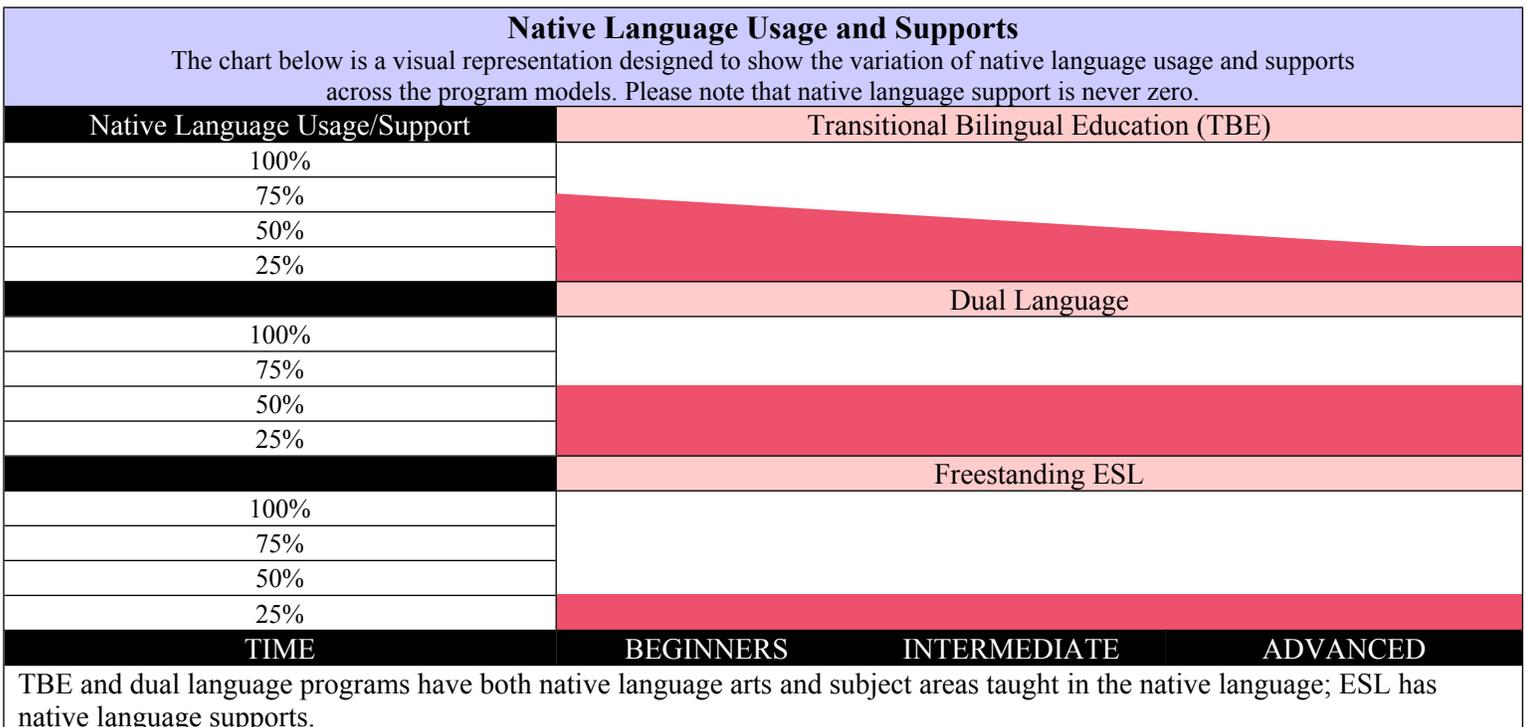
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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- The ESL classes at PS178K is closely tailored to suit students ELA curriculum need. Teachers make use of resources in each of these core programs for ELLs in ELA, Math, and other content areas.

The language of instruction is English in all core subjects. Students receive at least 2 hours of intensive instruction in literacy. Our literacy prototype consist of read aloud, response to literature, reading workshop which includes paired/shared reading, independent reading (Accelerated Reader Program, 100 Book Challenge Program, leveled classroom libraries, and skills development), guided reading, writing workshop (4 Square Writing Process), and vocabulary development. In the area of mathematics all students receive 75 minutes of instruction, with the exception of grade 6 which receives 90 minutes.

9- The ESL teacher talk to teachers in the other content areas to make sure that students are comfortable. In addition, our transitional students will continue to receive support from the ESL teacher in our after school program and Saturday Academy. These students will also receive their mandated test accommodations for 2 years if needed.

10- All programs will remain the same in our school.

11- As of now all ELL programs will continue to service and support the students in reaching their academic proficiency.

12- ELLs are recruited to participate in all extra-curricular activities. For example, ELLs of PS178K are involved in the majority of the school's after school activities and Saturday Academy.

13- To meet the needs of ELL students, we use the Scott Foresman reading program that has an ELL component as part of the instructional materials. Graphic organizers, ESL strategies such as total physical response (TPR), hands-on, listening skills, repetition, the Whole Language Approach. In addition the ESL teacher uses the following instructional materials to support the learning of ELLs in our school: students use the ELL module in the "Destination Math/ELA" software for enrichment; the on-line component of ACUITY (grades 3-8) helps to prepare students for the standardized tests in ELA and MATH; Recorded Books with an accompanying tape used to model reading fluency and expression and to reinforce writing skills; Graphic Organizers are used to help students organize their writing; Scott Foresman ESL textbooks levels 1-3 contain content area subject matter to supplement lessons in math (problem solving, charts, and graphs), social studies (history and geography), Science (i.e. the water cycle, the desert, etc.) and language arts (fiction and nonfiction); The Carolyn Graham Jazz Chants tapes are used to help students learn English language by using rhythm and rhyme.

14- In the ESL instructional model, the students are allowed to use Spanish English dictionaries as support. As well as for those other native languages, we use the Internet dictionaries as support in the program.

15- All required services support, and resources correspond to ELLs age and grade levels.

16- Other activities to support services available to newly enrolled students are the extended day after-school program. They receive an additional hour and a half of instruction using differentiated methods such as computers, art. Physical education is provided during the day and after-school, where students participate in various sports activities such as basketball, calisthenics, volleyball. Our music program is extended to all students. It is both instrumental and vocal giving the opportunity to the students to develop a knowledge and appreciation for music. Additionally students are given the opportunity to join the school band.

17- The language elective that is offered to ELLs is the Spanish language curriculum once they reach grades 6, 7 and 8.

## 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)?

## 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- On-going professional development is provided by the CFN408 Network Team, Workshops on PROTRAXX and DOE Office of ELL.  
2- The ESL teacher provides support to content area teachers.  
3- As per José P. ESL training is done throughout the year for all the staff in excess of the required 7.5 hours per year during common preps, study groups and monthly professional development conferences. The main focus is on how to address the needs of our ELL students in the content area of instruction.

## 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- In accordance with the school's Parental Involvement Policy, the school provides full opportunities for parental participation of parents with limited English Proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title1), Parent-Teachers Association and the Learning Leaders program. These groups are open to all parents, and meet regularly to discuss and support programs that enhance the school environment.

PS/IS 178 has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents in the education of their children, and in the school community. When parents need translation services, the PC can enlist the aid of Learning Leader volunteers, family workers and staff to assist. For parents with disabilities, family workers can make home visits where needed to disseminate information.

2-Through our Parent Coordinator, and ELL teacher, workshops have been provided by city agency and community-based presenters to assist parents of ELL's with immigration issues, school issues, and obtaining job and health information. Our PC will make arrangements for the representatives to come to the school to present to parents.

PS/IS 178K supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by PS/IS 178K:

- Parent Math and Literacy Development
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- Public Library Programs
- School-based Support services
- Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, Math and Literacy Coaches) in planning and implementing effective Parent Involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- Provide a Parent Room in which Parents feel welcomed and can be used to coordinate Parent Involvement activities (PTA,PAC, Room 302.)
- Provide resources for family outreach to assist and inform Parents, and involve them in the School Community.

3- The needs of parents are evaluated via in-house parent survey, in addition to DOE survey results. Our ELL teacher maintains an on-going rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies can be created or altered to address a specific issue that arises.

4- Programs at PS/IS 178 allow parents to be informed of programs that can benefit their children, and allow them to assist in their education. Our Saturday Academy program strives to make the parents of our ELLs feel welcome not only in the school, but to the United States and local New York City culture. They were able to come in and work with their children and learn with them. These activities

## 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- In accordance with the school's Parental Involvement Policy, the school provides full opportunities for parental participation of parents with limited English Proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and, to the extent practicable, in a language parents can understand.

Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title I), Parent-Teachers Association and the Learning Leaders program. These groups are open to all parents, and meet regularly to discuss and support programs that enhance the school environment.

PS/IS 178 has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents in the education of their children, and in the school community. When parents need translation services, the PC can enlist the aid of Learning Leader volunteers, family workers and staff to assist. For parents with disabilities, family workers can make home visits where needed to disseminate information.

2-Through our Parent Coordinator, and ELL teacher, workshops have been provided by city agency and community-based presenters to assist parents of ELL's with immigration issues, school issues, and obtaining job and health information. Our PC will make arrangements for the representatives to come to the school to present to parents.

PS/IS 178K supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. In addition to programs specifically designed for ELL/immigrant parents; the following programs and workshops have been designed or implemented by PS/IS 178K:

- Parent Math and Literacy Development
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- Understanding and participation in instructional initiatives
- Workshop on Title I Laws and the No Child Left Behind Act of 2001
- Public Library Programs
- School-based Support services
- Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, Math and Literacy Coaches) in planning and implementing effective Parent Involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)
- Provide a Parent Room in which Parents feel welcomed and can be used to coordinate Parent Involvement activities (PTA,PAC, Room 302.)
- Provide resources for family outreach to assist and inform Parents, and involve them in the School Community.

3- The needs of parents are evaluated via in-house parent survey, in addition to DOE survey results. Our ELL teacher maintains an ongoing rapport with the parents of her students, and is able to obtain opinions directly from them. In consultation with teachers and administrators, strategies can be created or altered to address a specific issue that arises.

4- Programs at PS/IS 178 allow parents to be informed of programs that can benefit their children, and allow them to assist in their education. Our Saturday Academy program strives to make the parents of our ELLs feel welcome not only in the school, but to the United States and local New York City culture. They were able to come in and work with their children and learn with them. These activities strengthened the bonds between the home and school, giving parents an opportunity to share their culture with others in a comfortable space.

## 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)	7	1	2	1	2	2	1		1					17
Intermediate(I)		4	1	2										7
Advanced (A)	1	1	1	1				2	2					8
Total	8	6	4	4	2	2	1	2	3	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5					0
6		1			1
7		2			2
8		1			1
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5									0
6			1						1
7			2						2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	1								1
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	3		2		1				6
8									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 Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- The assessment tools used at PS178K for early interventions to develop the ELL population are: ECLAS2, Fountas and Pinnell/TCRWP, the NYSESLAT modality report. These insight data provide the information that the ELL students need more help with the reading and writing modalities. These ESL assessment tools help provide for and the design of differentiated instruction for students, teacher planing and remediation.
- The data patterns across proficiency levels have revealed that reading and writing are the highest deficiencies across all grade levels.
- Spring 2011 NYSESLAT Test results reveal that in reading and writing 8 ELL students scored in the intermediate range i.e. 1% or three out of thirty one students. Additional instruction in reading and writing will be provided for these students. 29% or four out of thirty one students scored in the advanced level. 23% or ten out of thirty one students scored in the proficient level. 23 % of all ESL students scored in the proficient level in listening and speaking. Students will be grouped according to their modalities. Teachers will focus in reading and writing. Lessons will be differentiated based on students' academic needs.
- The majority of ELL students are either beginner or intermediate level students.
  - Administration chart the progress and teachers provide lessons with differentiated instruction or remediation based on students' academic needs during school and the after school programs.
  - The school is learning the level of students within the four modalities.
- N/A
- The ELL teacher can evaluate the success of program for ELLs using the ELL periodic assessments and mainly from the 2011 NYSESLAT test results. Each year a greater number of students transition out of ESL.

### 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

<b>School Name: <u>ST. CLAIR MCKELWAY</u></b>		<b>School DBN: <u>23K178</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
DR. JOSEPH HENRY	Principal		10/31/11
LORENZO SOLEYN	Assistant Principal		10/31/11
PRISCILLA DAVIS	Parent Coordinator		10/31/11
DOLORES COCCO	ESL Teacher		10/31/11
DIANNE DOWDING	Parent		10/31/11
MONICA SYLVESTER	Teacher/Subject Area		10/31/11
IDALIA JONES-MAXWELL	Teacher/Subject Area		10/31/11
YVETTE COLLINS	Coach		10/31/11
	Coach		
MARCELA COLMORE	Guidance Counselor		10/31/11
LUCIUS YOUNG	Network Leader		
E. TURNER	Other <u>RELATED SERVICES</u>		10/31/11
H. BRUMMELL	Other <u>RELATED SERVICES</u>		10/31/11
SHALCA NELSON	Other <u>TEACHER/SUBJECT AREA</u>		10/31/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 23K178      **School Name:** St. Clair McKelway School

**Cluster:** Chris Groll      **Network:** CFN408

**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.

First, an assessment of written translations was conducted by reviewing the CR Part 154 report. Then a needs survey was conducted.

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.

Our survey indicated that 32 students at PS/IS 178 are receiving ELL services in a pull-out program. This number includes children who tested out of the program but are receiving 2yr extended support. The majority of our ELL students 18 (3%) are Hispanic, with Spanish being the spoken language. The following languages were identified in the survey:

Language	No. Speaking Language	% of Demographic
Spanish	18	3.01
Haitian-Creole	5	0.83
Arabic	1	0.16
German	1	0.16
Other (African Languages)	7	1.16

## Part B: Strategies and Activities

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

ELL students at PS/IS 178 receive 360 minutes of ESL instruction on a daily basis in a pull-out program. The majority of our ELL students, who are in grades K-8, are Hispanic; one speaks Arabic, seven speak other African languages (ie. Yoruba), and one speaks German.

All documents, letters and communication with parents are translated into the required languages on a daily basis. Two paraprofessionals, two and the ELL teacher provide Spanish translation services for parent notices and meetings. Our German, Arabic and Yoruba speaking families receive translation from DOE online services. The Parent Bill of Rights and other forms are available and provided to parents in all languages as the need arises.

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.

All documents, letters, and communications with parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, and cafeteria staff have been informed of the translation/interpretation needs of the students speaking German and Arabic. The name and extension of a parent volunteer interpreter was also provided.

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

All documents, letters, and communications with parents are translated into the home language by in-house staff on an as needed basis. Documents/notices are produced and a copy is given to in-house staff for translation. The staff member then coordinates the translation and distribution of the material to the appropriate students. Office personnel, teachers, Parent Coordinator, ELL teacher, school aides and cafeteria staff have been informed of the translation/interpretation needs of the students speaking German and Arabic. The name and extension of a parent volunteer interpreter was also provided.



# Title III Immigrant Funds Supplemental Program for Immigrant Students

## Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to [TitleIIIImmigrantPlans@schools.nyc.gov](mailto:TitleIIIImmigrantPlans@schools.nyc.gov).

<b>Part A: School Information</b>	
Name of School: ST. CLAIR MCKELWAY SCHOOL	DBN: 23K178
Cluster Leader: CHRISTOPHER GROLL	Network Leader: LUCIUS YOUNG
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):

Before school       After school       Saturday academy       Other:

Total # of immigrant students (including ELLs) to be served: [ ][ ]

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: [ ][ ]

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

\*The Title III program at PS/IS178K, is an academic program designed to support our ELL students and their parents. We want our immigrant families to feel welcome and a part of our school, and in New York City.

\*As an expansion of the 2011-2012 Comprehensive Education Plan (CEP): Appendix 8, Title III Supplemental Program for ELLs , the program will reinforce skills across the major academic areas (ELA, MATH, SCIENCE AND SOCIAL STUDIES), while preparing students for New York State exams including the NYSESLAT. Hands-on activities will be used such as ethnic cooking, art, music and games. Field trips will be organized for students, as well as a culminating trip at the end of the program which include their parents. Students will also have opportunities to access technology through the use of laptop computers and educational software. Students will be able to read, write, and listen with the support of our certified ESL teacher.

Our program contains a parent involvement piece which will strengthen the home school connection, and help our immigrant community improve their English skills while learning more about New York City, and wealth of cultural activities that exist. In addition, with the assistance of our Parent Coordinator, a workshop will be scheduled to give parents information on immigration status/citizenship, and other related issues.

Students will have experiences using the English language through hands-on activities and grade appropriate small group work. They will be assisted by technology through the use of laptop computers and educational software. Field trip activities will help students apply skills and learn more about their city's culture. Data obtained from the NYSESLAT, LAB-R, PEARSON ELL's Periodic Assessments, ACUITY Periodic Assessments for Differentiated Instruction, along with classroom teacher input and observation will guide program teachers in setting learning goals for students.

\*Our target population includes our current 42 ELL students, which includes long-term students in both general and SWD . This also include newcomers, SIFE and proficient ELL's.

### **Part B: Direct Instruction Supplemental Program Information**

\*English is the language of instruction. Instructional strategies include English language acquisition. Extensive use of scaffolding, modeling, and graphic organizers.

\*The Title III program will have two teachers providing instruction (1 ESL and 1 Content area/CB teacher to ELLs and former ELLs. One supervisor will oversee the program and will be paid at supervisor per-session rate for the duration of the program.

\*Types of instructional materials that will be used in addition to supplement are educational software, Santillana, Spotlight on English, educational games and supplies.

### **Part C: Professional Development**

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

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

\*The two Title III participating teachers will meet for Professional Development during the week in a study group of one hour each per week for the duration of the program to develop the Title III curriculum and plan accordingly. Both participating staff members will be paid at teacher per-session rates. In addition they will attend to Professional Development provided by the OELL, CFN 408 and DOE PROTAXX.

\*The program will commence in January 2012 and be held After School from 3.30 PM to 5:00 PM on Tuesdays ending in June 2012.

\*Topics to be covered will be align with the ELA, MATH, SCIENCE AND SOCIAL STUDIES current class Curriculum.

\*The Title III Program teachers, as well as other staff responsible for delivering instruction and services to ELLs will be attending Professional Development provided by the OELL, CFN408, DOE PROTAXX and in house ESL teacher.

### **Part D: Parental Engagement Activities**

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

\*In addition to mandated activities, such as parent orientation during the ELL identification process, our Title III program contains a parent involvement piece which strengthen the home school connection, and hel our immigrant community improve their English skills while learning more about New York City, and the wealth of cultural activities that exist.

\*One field trip to a cultural event will be organized for parents only.

\* In addition, with the assistance of our Parent Coordinator, a workshop will be schedule to give parents information on Immigration status/citizenship, and other related issues suggested.

\*Parents will be notified of these activities via letters, fliers and phone calls.

Begin description here:

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 20000

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

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 20000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
instructional materials		
Educational software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**NYC DEPARTMENT OF EDUCATION  
OFFICE OF ENGLISH LANGUAGE LEARNERS**  
52 CHAMBERS STREET, 209 • NEW YORK, NY 10007 • 212.374.6072