



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 179 THE KENSINGTON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K179

PRINCIPAL: BERNADETTE AMATO, IA **EMAIL:** BAMATO@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

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
Bernadette Amato	*Principal or Designee	
Lisa Kontarinis	UFT Chariperson	
Racheal Short	*PA/PTA \Co-President	
Joanne Pagano	UFT Chapter Leader	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
NA	DC 37 Representative, if applicable	
Lorraine Sabbagh	Member/Science Teacher	
Diane Nicolette	Member/First Grade Teacher	
Bhanmattee Vaz	Member/Parent	
Maria Garner	Member/Parent	
Maxine Williams	Member/Parent	
Roncila Romero	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, to increase student performance in literacy as measured by the New York State English Language Arts Examination by 5% in grades 3,4,and 5.

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.

After conducting a needs assessment, according to the 2010 – 2011 School Progress Report, there is a high percentage of Level 1 and Level 2 students not meeting proficiency level. Level 4 students slipped to Level 3.

	Tested %	Level 1	% Level 2	% Level 3	% Level 4	Mean Scale Score
2011 Grade 3	140	22.9	29.3	46.4	1.4	656
2011 Grade 4	132	21.2	38.6	36.4	3.8	662
2011 Grade 5	116	11.2	37.9	48.3	2.6	666 <i>Field Day</i>

GRADE 5 STUDENTS Number of students tested: 130

	Information and Understanding	Literary Response/Expression	Critical Analysis & Evaluation
Above Target Range	85	90	84
Within Target Range	34	30	33
Below Target Range	11	10	13

•Using the 2011 Full Progress Report Matrix – The percentage of students at level 3 or 4 is 44.8%. The possible points that PS 179 could have earned is 6.25 . The school earned 1.33. The average student proficiency for the 2011 ELA State Examination was 2.78. In looking at performance trends over the years, the number of students performing at levels 3 and 4 combined has decreased significantly.

•In 2010, 39.9 % of all our students are performing at level 3 and above. Furthermore, the number of students performing at levels 1 and 2 has increased considerably. A majority of these students are English Language Learners and students with disabilities. An item analysis indicates that a percentage of students are not reading at grade level due to their inability to correctly answer inferencing and critical thinking questions.

Root Causes -

- Insufficient funds for additional support staff/AIS providers and classroom supplies due to recent budget cuts
- Transient/high mobility population, many students leave to return to their homeland for extended times throughout the school year
- High percentage of Beginner and Intermediate ELLs taking the NYS ELA Exam.
- Home language continues to be a barrier in regards to parent involvement and overall communication

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Timeline: Initiatives will be observable during the school day and/or during extended day periods throughout September 2011 to June 2012.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Timeline: September 2011 to June 2012;

- **In September, School leaders and staff will identify a cohesive, curriculum used in English Language Arts and have a pacing calendar;**
- **In October, School leaders will analyze the Full School Metric Progress Report Card;**
- **In November, School leaders will identify students who are in categories <50 proficiency rating;**
- **From September, students will be assessed using the Fountas and Pinnell Benchmark Assessments;**
- **By January 2012, students should move up at least 1 level or more in Fountas & Pinnell Benchmark Assessment.**
- **3 X a year, October, February and May Fountas & Pinnell Benchmark Assessment administered (3X a year for at risk students).**
- Students will be grouped according to the Fountas and Pinnell Assessments;
Professional Development; Lit Life; Teachers College; OELL; Network Support Team
- School leaders will identify students who are in multiple subgroups as noted in not meeting AYP;

- School Leaders will schedule teachers for Common Core Planning Sessions;
- Teachers will create a year long curriculum calendar that is specific and consistent with all the classes within the grade;
- Professional development topics will include, but not limited to, differentiation of instruction, developing tiered activities and assessments, how to use data effectively, SPED training for general education teachers, Collaborate Team Teaching,
- Coordinate and monitor the data of the students from the SES after school program;
- Teacher lesson plans will reflect differentiation of instruction;
- School leaders and teachers will implement independent reading at least 3x per week;
- School leaders will provide professional development opportunities with LitLife;
- Teachers will study the mini lesson and workshop model;
- AIS providers will identify students at below proficient standards in Grades 4 -5 and provide AIS services;
- Students who were held over in Grades 3,4,5 will have a PIP, Personal Intervention Plan;
- SES services and Extended Day services;
- Teachers will study item skills analysis to identify trends and patterns by grade and plan instruction;
- School Leaders will conduct frequent, informal visits on instruction based on the Danielson Framework;
- To increase student responses to reading around the common core standards;
- Teachers will monitor student portfolios;
- Teachers will implement a Common Core State Standard Curriculum in English Language Arts;
- Teachers will assess on a regular and ongoing bases to identify student's strengths and weaknesses in the Common Core Curriculum;
- Students will create their learning goal;

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.
 - a. School Leaders to schedule a series of workshops for parents/guardians on the new Common Core Standards: December, February, April.
 - b. A series of readings by authors of Children's books in the library for book of the month.
 - c. Sponsoring ESL classes and activities for non-English speaking parents.
 - d. Create a new Parent Handbook and school brochure in three languages.(NYC Food Bank Grant Program) is implemented in all Kindergarten and First Grade classrooms to improve nutrition awareness in students and promote healthy eating habits in addition to it aligning with and supplementing core curriculum in lower grade science.
 - e. Cook Shop Classroom

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.

All staff members will meet with School Leaders to develop annual goals.

More than 95% of the teachers have been retained at PS 179 for more than 5 years

According to the 2010 – 2011 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are “highly qualified.” 100 % of the teachers are teaching core subjects.

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.

**Magic Jim has bi annual assemblies targeting bullying prevention, respect for all, cultural awareness and diversity.
School leaders will conduct monthly nutritional meetings.**

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.
- Conceptual Consolidation of Reimbursable and Tax Levy
- Tax Levy –mandated classroom/out of classroom positions.
- OTPS, per diem and per session. (OTPS, PS)
- Title 3 funds - - ELL professional dev. /training, before/after school and weekend programs, OTPS, etc.
- C4E funds-
A.I.S. - intervention/prevention – 2 teachers
Title 1 SWP
a. 10% professional dev. set aside – used to fund 1 A.P. (.5/each). (PS)
b. 5% set aside for highly trained staff. (PS)
c. Additional title 1 funds used for curriculum and staff dev. and for educational consultants
d. Title 1 SWP
e. ARRA

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, to increase the number of students with disabilities who are meeting promotional criteria by 5% or greater as measured by the New York State English Language Arts; and to increase Fountas and Pinnell reading level by two reading levels in grades 3,4, and 5.

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.
Corrective Action - Students with disabilities scoring at benchmark as measured by the 2011-2012 New York State English Language Arts Examination

After conducting a needs assessment, the SLT, questioned the following: • Training for teachers in utilizing paraprofessionals in remedial strategies in all academic areas.

Further assessment with QIP members revealed- • IEP training for newly hired special education teachers.

- Teacher mentoring for new special education teachers.
- Speech Teacher will host workshop using *Bodies in Motion*
- 1X a month Network One provides professional development to special education teachers.
- Inter-visitations among staff throughout the school year.
- Special education teachers meet with administration to collaborate and brainstorm ways to improve student achievement.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.
- The QIP team will use the Classroom Environment Rubric and Instructional Rubric around the Danielson Framework to study Teacher Effectiveness;
- The QIP team and other school leaders will review the role of the paraprofessional;
- School leaders and the Quality Improvement Team, will identify through the Quality Improvement Process, QIP, results of the New York State 2011 English Language Arts Examination;
- Partnership with Ditmas MS. Members of the Special Education Quality Improvement Plan (QIP) have decided to use these students to work 1:1 with students with disabilities in grades 3,4 and 5.
- Students will be assessed using the Fountas and Pinnell Benchmark Assessments;
- Students will be grouped according to the Fountas and Pinnell Assessments;
- School leaders will identify students who are in multiple subgroups as noted in not meeting AYP;
- School Leaders will schedule teachers for Common Core Planning Sessions;
- Teachers will create a year long curriculum calendar that is specific and consistent will all the classes within the grade;
- Professional development topics will include, but not limited to, differentiation of instruction, developing tiered activities and assessments, how to use data effectively, SPED training for general education teachers,
- Data is collected (every 6 weeks), analyzed, reflected upon and instruction is revised as recommended by Chapter 57 School Quality Indicators.
- Implementation of measurable SMART goals for all mandated IEP students.

- IEP goals are monitored and progress is measured on an ongoing basis.
- Foundations implemented in K-2 special education classes.
- Students with disabilities will be homogenously grouped during extended day to provide additional academic support.
- Multi-sensory approach is used in each special education classroom to address specific learning styles for students with disabilities.
- Response to Intervention is the process to tier instruction to meet the needs of all students.
- Collaboration between related service providers and special education classroom teachers to effectively meet the needs of students with disabilities.
- School Assessment Team collaborates with teachers to reevaluate students for the correct special education setting, whether it be more or less restrictive.
- Pupil Personnel Team meets on a weekly basis to discuss possible interventions to offer to students with disabilities

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.
 - In addition to Parent Teacher Conferences in November and March additional meetings will be held to discuss student progress.
 - September 2011, parents invited to curriculum week orientation where they will receive information and materials to support student learning at home

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.

According to the 2010 – 2011 BEDS Survey, all special education teachers in classrooms who are responsible for delivering instruction in a core subject are “highly qualified.” 100 % of the teachers are teaching core subjects.

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.
 - Respect for All
 - Daytime Adult English Language Classes for parents.

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.
 - Conceptual Consolidation of Reimbursable and Tax Levy Funds as indicated in Appendix 4. (OTPS, PS)
 - Tax Levy –mandated classroom/out of classroom positions. OTPS, per diem and per session. (OTPS, PS)
 - Title 3 funds - - ELL professional dev. /training, before/after school and weekend programs, OTPS, etc.
 - C4E funds-A.I.S. - intervention/prevention – time on task (1 teacher). (PS)
 - 1 Title 1 SWP
 - a. 10% professional dev. set aside – used to fund 1 A.P. (.5/each). (PS)
 - b. 5% set aside for highly trained staff. (PS)
 - c. Additional title 1 funds used for curriculum and staff dev. and for educational consultants
 - d. Title 1 SWP ARRA
 - e. Tax Levy DRA stabilization- maintain classroom positions and to improve student achievement.

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, 5 % of English Language Learners will be proficient in English as demonstrated by the NYSESLAT in the reading and writing strand.

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.

According to the Chapter 57 School Quality Indicators, it is recommended that there should be a stronger link between lessons and results and data informing instruction. An increase in ESL push in was recommended so students will not miss classroom work. There should be a school wide plan to address English Language Learners which includes professional development. Schools should have print rich environments to support the English Language Learners. School wide teams should be goal focused toward student achievement.

Teachers will use one of the six models of Collaborative Team Teaching.

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will increase rigor, student engagement, and student performance by:

- School leaders and teachers will create parallel programs to meet the needs of all the subcategories of our ELL population especially Hispanics, targeting our long term ELLs (LTE), and newcomers to provide ample instruction based on their need.
- Teachers will use data effectively (RLAT, ELA itemized analyses, IEPs, Fountas and Pinnell assessments, teacher-made assessments, rubric-based portfolios,) to identify students' needs and inform instruction.
- Professional Development will focus on developing Basic Interpersonal Communicative Skills (BICS) as well as Cognitive Academic language Proficiency Skills (CALPS) for all ELLs with using the four modalities (reading, writing, listening, and speaking) as focal components in all lessons.
- Teachers will increase content academic vocabulary using ESL strategies to improve comprehension and the use of the four modalities of reading, writing, listening, and speaking to create Rigorous activities to demonstrate learning and understanding.
- Continuing to use technology (Smart board, mobile labs, and Interactive software) as a tool to assist in effective delivery of instruction
- Student will use their strategies and thoughts (Think Aloud) while reading.

- Speech Teacher will host workshop using ***Bodies in Motion***
Speech and Language Stimulation in the Home: From Dialogue to Text
- Prediction/Prior Knowledge, Questions and Questioning, Think-aloud, Text Structure and Features, Visualizing, Summarization. We will continue to build on last year’s focus “Text
- Structure and Features” so as to address the increasing complexity of texts as outlined in the Common Core State Standards.

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.

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.

According to the 2010 – 2011 BEDS Survey, 100% of our ESL teachers are certified and highly qualified.

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.

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. ●Conceptual Consolidation of Reimbursable and Tax Levy Funds for mandated classroom/out of classroom positions.; OTPS, Per diem and per session. (OTPS, PS)● Title 3 funds - - ELL professional dev. /training, before/after school and weekend programs, OTPS, etc.C4E funds-A.I.S. - intervention/prevention – time on task (1 teacher). (PS)1 Title 1 SWP a. 10% professional dev. set aside – used to fund 1 A.P. (.5/each). (PS)
b. 5% set aside for highly trained staff. (PS) c. Additional title 1 funds used for curriculum and staff dev. and for educational consultants
2 Title 1 SWP ARRA
measure; projected gains

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, to increase student performance in numbers sense and operations as measured by the New York State Mathematics Examination by 5%.

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.
- After conducting a Needs Assessment, the Math Inquiry Team, noticed a decrease in student performance as indicated on the School Progress Report. In reviewing the data from 2010 Math Exam and the 2011 Math Exam, there has been a decrease in Level 4 students and an increase in Level 2 students. The SPI for the 5th grade measures two years of growth. Most students fell below the target range in NUMBER SENSE and OPERATIONS.

MATH Grade 3	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2010	136	17	12.5	52	38.2	42	30.9	25	18.4	67	49.3
2011	152	25	16.4	54	35.5	57	37.5	16	10.5	73	48.0
Grade 4											
2010	122	7	5.7	53	43.4	41	33.6	21	17.2	62	50.8
2011	145	16	11.0	54	37.2	44	30.3	31	21.4	75	51.7
Grade 5											
2010	125	12	9.6	38	30.4	44	35.2	31	24.8	75	60
2011	127	10	7.8	42	33.0	57	44.9	18	14.2	75	59.0

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, to increase student performance in numbers sense and operations as measured by the New York State Mathematics Examination by 5%.

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.
- After conducting a Needs Assessment, the Math Inquiry Team, noticed a decrease in student performance as indicated on the School Progress Report. In reviewing the data from 2010 Math Exam and the 2011 Math Exam, there has been a decrease in Level 4 students and an increase in Level 2 students. The SPI for the 5th grade measures two years of growth. Most students fell below the target range in NUMBER SENSE and OPERATIONS.

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2010	122	7	5.7	53	43.4	41	33.6	21	17.2	62	50.8
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Grade 5											
2010	125	12	9.6	38	30.4	44	35.2	31	24.8	75	60
2011	127	10	7.8	42	33.0	57	44.9	18	14.2	75	59.0

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, to increase student performance in numbers sense and operations as measured by the New York State Mathematics Examination by 5%.

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.
- After conducting a Needs Assessment, the Math Inquiry Team, noticed a decrease in student performance as indicated on the School Progress Report. In reviewing the data from 2010 Math Exam and the 2011 Math Exam, there has been a decrease in Level 4 students and an increase in Level 2 students. The SPI for the 5th grade measures two years of growth. Most students fell below the target range in NUMBER SENSE and OPERATIONS.

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2010	125	12	9.6	38	30.4	44	35.2	31	24.8	75	60
2011	127	10	7.8	42	33.0	57	44.9	18	14.2	75	59.0

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, to increase student performance in numbers sense and operations as measured by the New York State Mathematics Examination by 5%.

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.
- After conducting a Needs Assessment, the Math Inquiry Team, noticed a decrease in student performance as indicated on the School Progress Report. In reviewing the data from 2010 Math Exam and the 2011 Math Exam, there has been a decrease in Level 4 students and an increase in Level 2 students. The SPI for the 5th grade measures two years of growth. Most students fell below the target range in NUMBER SENSE and OPERATIONS.

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2011	145	16	11.0	54	37.2	44	30.3	31	21.4	75	51.7
Grade 5											
2010	125	12	9.6	38	30.4	44	35.2	31	24.8	75	60
2011	127	10	7.8	42	33.0	57	44.9	18	14.2	75	59.0

Annual Goal #4

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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.
- After conducting a Needs Assessment, the Math Inquiry Team, noticed a decrease in student performance as indicated on the School Progress Report. In reviewing the data from 2010 Math Exam and the 2011 Math Exam, there has been a decrease in Level 4 students and an increase in Level 2 students. The SPI for the 5th grade measures two years of growth. Most students fell below the target range in NUMBER SENSE and OPERATIONS.

MATH Grade 3	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2010	136	17	12.5	52	38.2	42	30.9	25	18.4	67	49.3
2011	152	25	16.4	54	35.5	57	37.5	16	10.5	73	48.0
Grade 4											
2010	122	7	5.7	53	43.4	41	33.6	21	17.2	62	50.8
2011	145	16	11.0	54	37.2	44	30.3	31	21.4	75	51.7
Grade 5											
2010	125	12	9.6	38	30.4	44	35.2	31	24.8	75	60
2011	127	10	7.8	42	33.0	57	44.9	18	14.2	75	59.0

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, to increase student performance in numbers sense and operations as measured by the New York State Mathematics Examination by 5%.

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.
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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 #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.

By June 2012, the school communication component of the learning environment survey will increase by 5% as indicated by the Learning Environment Survey.

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.

After reviewing the 2010 – 2011 New York City, Department of Education, Learning Environment Survey, results indicate that we have received 5.6 out of 15 points. The school environment grade is based on *student attendance* and your school's *NYC School Survey*, where parents, teachers, and students rate academic expectations, safety and respect, communication, and engagement

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

From September 2011 to June 2012:

 - Utilize the parent coordinator as a strong home/school connection.
 - Translators available at all monthly PTA meetings and Parent Teacher Conferences.
 - Classroom celebrations will be held throughout the school year and parents will be invited accordingly.
 - Disseminate parent involvement plan on a monthly basis.
 - Quarterly Newsletter sent to parents.
 - From September 2011 to June 2012, offer parent adult English classes during the day and the evening.
 - Parent orientation held annually where they will receive materials to support student learning at home.
 - Parents will be encouraged to join school committees.
 - From September 2011 to June 2012, increase how often parents receive information about what their child is studying in school by hosting additional workshops and sending home student progress reports on a monthly basis.
 - From September 2011 to June 2012, disseminate useful notices, memos, newsletters, and other communications. Make every effort to use translated versions of such correspondence.
 - Monthly calendar sent home to parents listing school events in the school community.

- From September 2010 to June 2011, parents are invited up for writing celebrations (Published Pieces), class trips and events.
- Use of Translation headsets for interpretation purposes

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.
 - **Recommendations made by the SLT, PTA and parents (Title 1 PAC Committee) which meet yearly to discuss ways of improve the quality of the school and parental involvement policies. The School Learning Environment survey which is given out during Spring Parent Teacher Conferences with a Gift Card raffle incentive to promote a large parent response.**
- September: Parent Curriculum Week, Parent Orientation
 Workshop on “Homework Help, Everyday Math” Workshop on “Homework Help, Reading Street” Workshop on “Number Sense and Operation” ARIS Parent Link Workshop
- October: - PTA Meeting & Picture Day - pictures were done Oct 24, 25 & 26; **Pumpkin Patch**
 Halloween Parade, Penny Harvest Assembly; Workshop on “Reading Street Technology” Workshop on “Periodic Assessment Testing Grades 3,4, 5” Workshop on “Testing the Special Needs student” Red Ribbon Drug Awareness
- November: - PTA Meeting, Cupcake Sale, Movie Night, Worlds Finest Chocolate Fundraiser.; Open School Week Parent Teacher Conference
 ARIS Parent Link Workshop; Workshop on “Questions to ask during a Parent Teacher Conference” Pre-K Workshop “Reading is Fun” Workshop on “Reading Strategies” Picture Day Thanksgiving Feast
- December: - PTA Meeting, Cupcake Sale, Movie Night, Winter Holiday Assembly Holiday Feasts Workshop on “Math Games & use of Manipulatives”
 Holiday Boutique ARIS Parent Workshop
- January: PTA Meeting, Senior Picture Day, Movie Night; Workshop on “Dial a Teacher” Workshop on “Reading Strategies” Workshop on “Vocabulary Development”
- February: PTA Meeting, Cupcake Sale, Movie Night, 100th Day of school Celebration and Activities; Black History Month
- March: PTA Meeting, Scholastic Book Fair, Dr. Seuss Read Literacy Science Fair *Workshop on “New York State Test Preparation”*
- April: PTA Meeting, Movie Night. May: Add PTA Meeting, Mother's Day Rose/Gift Sale, Teacher Appreciation Gift Sale, **BINGO/Family**
 Poetry Month Earth Day Assembly, Stock Market Game,
- May: Festival of the Arts and, International Night. Arista Archon Honor Societies, Grades 4 & 5), Award Ceremonies (All Grades)
 Field Day. Plant Sale Field,
- June: Senior Prom hosted by PTA, Graduation, Moving Up, Ceremonies

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.
NA

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.
 - **Parent Workshops conducted by the Parent Coordinator and Pre-kindergarten Social Worker to teach parents strategies and techniques that will help them help their children with schoolwork and to help them locate and utilize services that will help them in their daily life i.e. Reading workshops, Family Reading Nights, Aris Parent Link trainings, Learning Leaders trainings, Brooklyn Family Housing workshops that address their rights/ responsibilities as tenants and owners of homes.**
-

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.
 - Title 1 SWP**
 - 1% parent involvement set aside –for parent activities (OTPS)**
 - Title 1 SWP ARRA**
 - 1% parent involvement set aside –for parent activities (OTPS)**
 - **Tax Levy parent Coordinator Funds to support 1 Parent Coordinator position (PS)**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	9	N/A	N/A	3	0	0	0
1	17	14	N/A	N/A	2	0	3	0
2	24	18	N/A	N/A	3	0	2	0
3	48	48	N/A	N/A	2	0	3	0
4	76	79	47	45	4	0	3	0
5	74	70	53	45	2	0	2	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description		
ELA	ELA Program	Method of Delivery	When service is provided
	Measuring Up: A small group reading intervention program that incorporates strategies for reading comprehension and test taking.	Small Group Instruction	During the school day
	Finish Line: Skill Based Instruction: This program is intended for students who have the lowest achievement in literacy learning in grades 1-5. The program consists of two one hour sessions of small group instruction.	Small Group Instruction	During the school day 2X week
	Kaplan Essential Skills for Reading: A small group reading intervention program that incorporates strategies for reading comprehension and test taking.	Small Group Instruction	During the school day
	Wilson Foundation Reading	Small Group	During the school day

	<p>System: A multi-sensory structured language program for students who struggle with decoding and encoding, directly through teaching and word structure.</p>	Instruction/Whole Class Instruction		
Mathematics	<p>Math Program</p>	Method of Delivery	When service is provided	
	<p>Everyday Math: A comprehensive mathematics program designed to emphasize the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.</p>	Whole Class/Small Group Instruction	During the school day	
	<p>Buckle Down Math: A mathematics program designed to help students improve skills in many areas of</p>	Small Group Instruction	After School	

	math, including test-taking strategies.		
Science	Science:	Whole Group Instruction	During the school day
	<p>To engage all students in at least one literacy task and one math task aligned to strategically selected Common Core standards and embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners</p> <ul style="list-style-type: none"> • In literacy in the content area; students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. • In teams, look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff 		
Social Studies	Social Studies:	Whole Group Instruction	During the school day
	<p>To engage all students in at least one literacy task and one math task aligned to strategically selected Common Core standards and embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners</p> <ul style="list-style-type: none"> • In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. • In teams, look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff 		
At-risk Services provided by the Guidance Counselor	Counseling during extended day		
At-risk Services provided by the School Psychologist	NA		
At-risk Services provided by the Social Worker	Counseling during extended day		

**At-risk Health-related
Services**

NA

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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:

P.S. 179 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and 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 understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- **P.S. 179** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through **parent surveys, Parent Coordinator Outreach through phone calls, emails when possible, letters sent/ backpacked home in all languages.**
- **P.S. 179** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA through **Parental Surveys, Questionnaires, Outreach by Parent Coordinator to the parents via phone and email.**
- **P.S.179** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **Help parents access, use, and understand parental resource websites such as Aris Parent Link through training workshops which utilize both desk and laptop computers. Teach parents how to utilize the information and access resources contained in Aris Parent Link through hands-on workshops.**
- **P.S.179** will coordinate and integrate Title I parental involvement strategies with strategies under the following other programs: **Parent Workshops conducted by the Parent Coordinator and Pre-kindergarten Social Worker to teach parents strategies and techniques that will help them help their children with schoolwork and to help them locate and utilize services that will help them in their daily life i.e. Reading workshops, Family Reading Nights, Aris Parent Link trainings, Learning Leaders trainings, Brooklyn Family Housing workshops that address their rights/ responsibilities as tenants and owners of homes.**
- **P.S.179** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. **Recommendations made by the SLT, PTA and parents (Title 1 PAC Committee) which meet yearly to discuss ways of improve the quality of the school and parental involvement policies. The School Learning Environment survey which is given out during Spring Parent Teacher Conferences with a Gift Card raffle incentive to promote a large parent response.**
- **P.S.179** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through **Workshops that will prepare students for NYS ELA/NYESLAT and Mathematics Tests- The workshops will be facilitated by Parent Coordinator in the Fall and Dial-A-Teacher in the Winter/ Spring. Learning Leaders Workshops to promote parental involvement as volunteers within the school.** The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents. **Each month at the PTA Meetings the school will promote student achievements and thereby encourage Parental involvement in the school by awarding students with "Student of the Month Awards" and "Perfect Attendance" awards.**
- **P.S. 179** will provide 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.

September 2011	<ul style="list-style-type: none"> - Hosted Supplemental Education Services fair for parents to meet the tutoring providers and give PS 179 their input regarding the school provider(s) they'd like to have doing the tutoring within the school. - ESL Adult Program began and runs through school year.
October 2011	<ul style="list-style-type: none"> - Hosted a Parent Workshop to help parents interested in the Free Title 1 Supplemental Education Services Tutoring to complete the application for their child. - Hosted a 5th grade parent informational workshop to explain the Middle School Application Process to parents to that they are

	<p>better able to assist their children in selecting a Middle School</p> <ul style="list-style-type: none"> - Along with the Pre-Kindergarten Social Worker, Facilitated a parent workshop hosted by Brooklyn Housing and Family Services to help parents who rent and/ or own a home to know what their rights and responsibilities are and to provide them information as to helpful community resources. - Invited Brooklyn Public Library to meet with interested parents to sign up themselves and their children for Library cards.
November 2011	<ul style="list-style-type: none"> - Along with the Pre-Kindergarten Social Worker, hosted a “Reading and Your Child” workshop to help parents gain and understanding and interest in reading with their child and how this will help them succeed in school. - Hosted a Workshop “ What to Ask at Parent Teacher Conferences” to help parents be best prepared for the upcoming Parent Teacher Conference and to make the most of that meeting. Also provided them with access and taught them how to utilize Aris Parent Link as a resource to check their children’s progress. - During Parent Teacher Conferences Brooklyn Public Library met with interested parents to sign up themselves and their children for Library cards. - Together with Librarian completed a grant to begin Family Reading Nights in January for all of our parents .
December 2011	<ul style="list-style-type: none"> - Parent Workshop to assist parents in how address issues they face as home owners/ renters in the NYC area. - Parent Workshop to assist 5th Grade parents in the Middle School Application process and to help them complete the application. - Learning Leaders training workshop for parents interested in volunteering in the school.
January 2011	<ul style="list-style-type: none"> - Dial- a-teacher workshop to help parents gain new techniques to help their children succeed in school and prepare for the upcoming City-Wide tests. - Together with Pre Kindergarten Social Worker will begin a 10 week, weekly workshop for parents Hosted by Cornell University to help parents learn new ways to help their children with their school work/ homework to promote more student success in school. - Boy Scouts of America AfterSchool Program starts.
February 2011	<ul style="list-style-type: none"> - Weekly workshops to assist parents in completing the School Environment Learning Survey.
March 2011	<ul style="list-style-type: none"> - Aris Parent Link Workshops to help parents access, navigate and utilize this resource to see their children’s progress and locate materials to help them at home to improve reading and math skills. - Dr. Seuss Literacy Day in which parents are invited to read to their child’s class.
April 2011	<ul style="list-style-type: none"> - Poetry/ Art Gallery Night to display student work to parents and the community. - Child Abuse Prevention Workshop
May 2011	<ul style="list-style-type: none"> - Spring Choral and Violin Program Concert/ International Night. - Arista/ Archon Society inductions ceremony. - Summer Reading Workshop

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:

- **PS 179 will** provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- **PS 179 will** pay reasonable and necessary expenses associated with parental involvement activities, including translation, transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- **PS 179 will** train parents through Learning Leaders to enhance the involvement of other parents;
- **PS 179 will** hold meetings at a variety of times in order to maximize parental involvement and participation in their children's education
- **PS 179 will** provide other reasonable support for parental involvement activities under section 1118 as parents may request
- **PS 179 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 by holding an annual Title I Parent Curriculum Conference/ workshop.
- **PS 179 will** 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.
- **PS 179 will** 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.;
- **PS 179 will** 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;
- **PS 179 will** host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- **PS 179 will** 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;
- **PS 179 will** translate all critical school documents and provide interpretation during meetings and events as needed;

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; i. e. April Poetry night/ Art Gallery; Monthly Family Movie Nights, Spring Concert/ International Night, Family Reading Nights.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; as well as Learning Leaders Volunteer programs.

- establishing a Parent Center which is utilized for parent workshops, Parent/ Teacher meetings, computer training of Aris Parent Link for parents as well as a lending library with books and instructional materials for parents;
- encouraging more parents to become trained school volunteers through annual Learning Leaders Trainings and PTA meetings.
- providing workshops that teach parents how to access and utilize Aris Parent Link to keep parents informed of their children's progress;
- developing School Parent Website designed to keep parents informed about school activities, student progress as well as informational links to other useful websites on the internet

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

P.S.179 will:

- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessment.
- Provide **After School Test Preparation through Extended Day classes for identified children and/ or Supplemental Education Services free tutoring program, and Title III ESL afterschool classes for our beginner and intermediate ELL students.**
- Provide **Academic Intervention, small group and individualized instruction in Balanced Literacy and Balanced Mathematics**
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **In November and March of the School Year.**
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Parents are invited to attend Parent-Teacher Conferences. Periodic Assessments, English Language Arts and Mathematics Reports are sent home with students in grades 3, 4 and 5. Pre-K and Kindergarten progress reports cards sent home 2X a year. Report cards are sent home 3X a year. ARIS parent link workshops are provided throughout the school year to help parents access and review their children's progress on Citywide tests.**
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Parents are invited to Curriculum Conferences in the fall, Open School Week (visits to the classrooms) in the fall and Parent Teacher Conferences in the fall and spring as well as scheduling individual meetings between the parent and teacher as the need arises.**
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents are allowed to observe classrooms during Open School Week, participate on the School Leadership Team and assist the Parent Coordinator in the implementation of parent related activities, and become a Learning Leader so that they can volunteer and assist as needed in classrooms within the school during the school day, volunteer to assist the PTA with any events they are hosting, i.e. Pumpkin Patch Pumpkin sale, weekly Fruit Roll-up Sales, Family Movie Nights. Parents can also volunteer to go on class trips.**
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening or during a PTA meeting, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, **translated** in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
- Implement a curriculum aligned to the Common Core State Learning Standards;
- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

II. Parent/Guardian Responsibilities:

Parents/ Guardians will:

- Monitor their child's attendance and ensure that their child arrives to school on time as well as follow the appropriate procedures to inform the school when their child is absent;
- Ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age;
- Check and assist their child in completing homework tasks, when necessary;
- Read to their child and/or discuss what their child is reading each day (for a minimum of 15 minutes);
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; as well as set limits to the amount of time their child watches television or plays video games;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school, with the PTA or Parent Coordinator 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 during Parent Teacher Conferences and as needed throughout the school year and stay informed about their education by prompting reading and responding to all notices surveys, feedback forms received from the school or district when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training/ workshops offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups. e.g., Title I Parent Committees, School or District Leadership Teams;

III. Student Responsibilities:

Student's will:

- Will share the responsibility to improve our academic achievement and achieve the State's high standards. attend school regularly and arrive on time;
- Complete my homework everyday, submit all assignments on time and ask for help when I need to;
- Read at least 30 minutes every day outside of school time.
- Give all notices and information received by me from my school every day to my parent/ guardian;
- Come to school every day and arrive on time.
- follow the school rules and be responsible for my actions;
- Follow our school motto: To be children who are caring citizens in the community.
To be a person of good character.

Parents/ Guardians, please return this portion to your child's teacher. Teachers please return to the Parent Coordinator.

I have read and received a copy of the Title 1 School Parental Involvement Policy and School-Parent Compact.

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
Date	Date	Date

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 20K179 **School Name:** The Kensington School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school did not meet AYP in ELA and in the Subgroup –Hispanics; Safe Harbor was used for SWD. The 2011 Full Progress Report Matrix – The percentage of students at level 3 or 4 is 44.8%. The possible points that PS 179 could have earned is 6.25 . The school earned 1.33. The average student proficiency for the 2011 ELA State Examination was 2.78. In looking at performance trends over the years, the number of students performing at levels 3 and 4 combined has decreased significantly. In 2010, 39.9 % of all our students are performing at level 3 and above. Furthermore, the number of students performing at levels 1 and 2 has increased considerably.

The progress report shows that our subgroup – Hispanic, majority of these students are English Language Learners and students with disabilities. An item analysis indicates that a percentage of students are not reading at grade level due to their inability to correctly answer inferencing and critical thinking questions.

Our goal by June 2012 is to increase student performance in literacy as measured by the New York State English Language Arts Examination by 5%.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Funds will be utilized for outside consultants to provide professional development for teachers with English Language Learners in their classroom. The staff developer will model lessons, assist teachers with planning and differentiating instruction for the ELLs during readers and writers workshop, and in the cluster classes.

Using the Danielson Framework as a guide for effective teaching, funds will be utilized to provide per diem coverage for teachers to meet and conference and visit classrooms, known as labsites for further study of the implementation of instructional strategies. Teachers will be given focus sheets and rubrics in order to understand effective teaching.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
LitLife is a used for direct teacher professional development. The teachers meet during the school day for study on the workshop model, in particular the mini lesson, independent work, and the share out. Teachers conference with the staff developer and visit classrooms for effective teaching.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - A. Professional Development from the Office of English Language Learners
 - B. Professional Development in CCLS, ESL, ELA, SESIS from the Children First Network.
 - C. Professional Development for ARIS, ELL Periodic Assessment, and Acuity
 - D. Professional Development from administrative instructional feedbacks.
 - E. Professional Development from workshops at Teacher's College
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - A. A letter will be sent out notifying parents that PS 179, The Kensington School, is a school in need of Improvement in English Language Arts.
 - B. Host informational sessions with parents and students with translators.
 - C. Encourage parent to join the School Leadership Team and PS 179 Parent Association

**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 Sandy Litrico	District 20	Borough Brooklyn	School Number 179
School Name Kensington			

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

Principal Bernadette Amato	Assistant Principal Bernel Connelly
Coach Jodi Contento/ELL Coordinator	Coach
ESL Teacher Mirsada Sakic/ESL Pull-Out	Guidance Counselor
Teacher/Subject Area Nicole Grillo/ESL Push In	Parent Karina Gonzalez
Teacher/Subject Area Sonila Xhelo/ESL SC	Parent Coordinator Kathleen Vitale
Related Service Provider Yasmin Georges/SETSS	Other Jaime Lamanno/Teacher
Network Leader	Other

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	9	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	47
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	961	Total Number of ELLs	389	ELLs as share of total student population (%)	40.48%
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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. 

LL IDENTIFICATION PROCESS

1. Our Limited English Proficiency Identification Process begins at student registration. Upon enrollment, the Home Language Identification Survey is administered by a trained pedagogue, the ELL Coordinator. During the intake process, we accommodate parents whose native language is other than English by providing translation through the use of pedagogues and/or paraprofessionals. The languages that are spoken by pedagogues are Bengali, Urdu, Spanish, Russian, and Chinese. The Home Language Identification Survey is available in nine languages and the appropriate language is given to all families. If the student's home language is English, then the student is not Limited English Proficient and they enter a general education program. If the student's native language is other than English, the informal interview is conducted in English and student's Native Language. If the student speaks little or no English, we administer the initial assessment, LAB-R. If a student's native language is Spanish and they score below proficiency on the LAB-R, they are administered a Spanish LAB to determine language dominance.

A licensed ESL teacher hand scores the LAB-R using the cut scores from the most recent DAA memo. If the student scores at beginning, intermediate, or advanced level, he/she is identified as a LEP and is placed in a self-contained ESL class, or serviced in a freestanding ESL program. If the student scores at a proficient level, he/she student is not an ELL and enters a general education program. Based on the student's LAB-R score, Entitlement, Non-Entitlement and Placement letters are distributed to families in their native language and a copy is placed in the student's cumulative record. The entire student intake process from the registration date to determining ELL eligibility is completed within 10 days of enrollment.

In the spring of each school year, we administer the annual assessment, New York State English as a Second Language Achievement Test to all of our ELL students. The RLER, ATS report for both NYSESLAT and LAB-R, is printed by ELL/Testing Coordinator and used to determine which students are NYSESLAT eligible. A testing memo for the speaking modality of the NYSESLAT is then crafted by the ELL/Testing Coordinator and distributed to our 6 ESL push in teachers. The ESL teachers pull out the students on a one to one basis to administer the speaking component. Another testing memo for the Reading, Listening and Writing modalities is crafted by the ELL/Testing Coordinator and distributed to select pedagogues including ESL, Special Education and General Education Teachers. The Reading, Listening and Writing components are scheduled on three different but consecutive days. Students with disabilities are provided with the modifications indicated in their IEPs. The ELL/Testing Coordinator ensures that every student completes all four components of the NYSESLAT exam. Once the NYSESLAT data is available, the results are distributed and reviewed, students are placed accordingly in future grades.

2. Upon student registration, Parents/Guardians of newly enrolled students whose native language is other than English attend an immediate parent orientation hosted by the Parent Coordinator. Attendance is taken and an agenda is distributed at each Parent Orientation. A video explaining the three program selections is shown in their native language. Parents are given the Parent Survey Selection Forms in their native language after the video is shown. Parents rank their program choice in order using first, second and third. Parent selection sheets are filed into the student's cumulative record and a copy is placed in the Student Intake Binder.

At this time, the Parent Coordinator informs the parents about the programs available in our school. If the parent selects a program that is not available in our school, the parent coordinator provides them a list of schools in NYC where the programs are available. They are informed of parent rights and are presented with an overview of the various programs available for English Language Learners. A question and answer portion is conducted by the Parent Coordinator after the viewing of the video to ensure the parents understand the three ESL program models. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE or DL becomes available.

3. Appendix K from the EPIC is used to track and monitor the student intake process and to ensure that all Parent Survey Selection Forms are returned and Entitlement letters are distributed. Attendance is taken at the Parent Orientation where the three program choices, transitional bilingual, dual language, and ESL are explained. Each parent is required to complete a Parent Survey Selection Form immediately after viewing the video. Entitlements letters are given to parents at the Parent Orientation, a copy is placed in the student's cumulative record. Parent Survey Selection Forms are collected by the Parent Coordinator. Before the Parent Orientation is over, the Parent Coordinator checks to make sure every parent returned the Parent Survey Selection Form and an Entitlement letter was distributed. If for any reason a parent was unable to attend, the Parent Coordinator sends a letter to the families and additional dates for viewing the video are offered. Phone calls and reminder letters are continuously sent home, when the Parent Survey and Program Selection forms are not returned. Phone logs are kept and translators are used when necessary. For those parents who have not completed the Parent Survey Selection Form the default is Transitional Bilingual Education.

4. After the Parent Survey Selection Form is completed by the parent, they are notified that the school currently has an ESL Freestanding Program only. However, for those parents who may not have completed the Parent Survey Selection Form the default program placement is Transitional Bilingual Education. Students who have been identified as an ELL are assigned to a class according to their proficiency level on LAB-R or NYSESLAT. Students are placed in a self-contained ESL class, or serviced using a push-in or pull-out model. The ELL/Testing Coordinator ensures that parents of students who have been identified as an ELL receive a Placement letter in the appropriate language and in English. A copy of the Placement letter is kept in the student's cumulative record. With the help of translators, parents are informed of all decisions. Students whose IEP dictates a bilingual setting receive an alternate placement language paraprofessional. In September, the NYSESLAT results are reviewed, is printed from ATS. Based on the student's NYSESLAT scores, continued entitlement letters in student's home language are sent to families to inform them of the continued ESL service.

5. After reviewing our Parent Survey and Program Selection Forms, it is evident that the trend in our school has been for the majority of parents to opt for the Freestanding English as a Second Language Program for their children. For the upcoming school year, we will continue to monitor the Parent Survey and Selection Forms to ensure students are placed accordingly. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE or DL program becomes available. Monitoring the trends allows us to plan for future programs by determining the type of ESL class that will be offered, selecting appropriate staff and targeting certain grade levels.

6. Currently, the program model we offer is aligned with our parent selection forms. We offer parents an explanation of the three models in their native language and English and then proceed to conduct a question and answer time to make sure they have a complete understanding of the three program choices. After parents are fully versed, they choose the program that is best suited for their child. As we monitor the parent selection forms, we tally the parent choices to ensure that the program models are aligned with parental requests.

Part III: ELL Demographics

A. ELL Programs

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

Page 44 K 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	389	Newcomers (ELLs receiving service 0-3 years)	329	Special Education	55
SIFE	6	ELLs receiving service 4-6 years	60	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	329	6	37	60	0	21				389
Total	329	6	37	60	0	21	0	0	0	389

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

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
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	21	25	21	24	18								142
Chinese		1	1	2	1									5
Russian	9	15	7	4	6	8								49
Bengali	22	16	13	11	16	16								94
Urdu	3	1	8	4	5	4								25
Arabic	1	1	2	4	1	3								12
Haitian	2	1												3
French														0
Korean														0
Punjabi	1													1
Polish		1												1
Albanian	1		1	4	1									7
Other	8	12	7	7	7	9								50
TOTAL	80	69	64	57	61	58	0	389						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

ELL PROGRAMMING:

1a. Our organizational models consist of Self-Contained, Push-In (Co-Teaching) and Pull-out. All of our ESL teachers collaborate with the classroom teachers as well as the content area teachers to ensure consistency and alignment with curriculum and instruction. ESL teachers attend grade level conferences to look at student work, data and discuss ESL methodologies and strategies.

1b. Our program models consist of heterogenous and homogenous groups. In self-contained ESL classes, students are heterogenously grouped, therefore, the proficiency levels of the students could be beginner, intermediate and advanced. In the push-in, pull-out models, students are serviced homogenously. ESL teachers use both the push-in and pull-out models for instruction. In the push-in/in class model, an ESL certified teacher goes into the classroom to provide instruction. In the pull-out/out-of-class model, students travel to another classroom to receive ESL instruction. This instruction is also provided by an ESL certified teacher. Native language libraries are used to provide native language support.

2a. All of our English Language Learners receive the New York State mandated ESL/ELA instruction time based on students' proficiency levels. Beginner and Intermediate ELLS receive 360 minutes of ESL instruction a week. Advanced ELL's receive 180 minutes of ESL instruction a week. All of our ESL teachers are NYS highly qualified and certified. Students are placed according to their proficiency levels, beginners and intermediates are placed in one class. Advanced ELLS are placed in another class. ESL teachers are then assigned to classes according to the number of mandated minutes needed to service students.

2b. Classroom teachers and ESL providers work together to plan and implement ESL instruction. Beginner and Intermediate ELLS receive 360 minutes per week and Advanced ELLS receive 180 minutes per week as required under CR Part 154. Currently, we do not have a TBE or DL program, however, to support the students in Native Language we use dual language books, bilingual glossaries and dictionaries.

3. A variety of ESL strategies are used in content area instruction to provide language support for the ELL's. These strategies include techniques such as Total Physical Response (TPR), role-playing, chants, using visual and auditory aids, such as realistic illustrations, concept posters, shared writing posters, word walls, CD's and tapes. In addition, cooperative learning strategies are implemented through language practice games, group projects, and pairing of students by language proficiency levels.

In a self-contained class, the ESL teacher integrates ESL strategies across all content areas to help them attain performance standards. In a push in or pull out model the teachers collaborate in order to help the students build and develop the academic vocabulary, critical thinking skills, and language usage that is needed for proficiency in all content areas. Books in student's native language, paraprofessionals to assist, dictionaries, visual aids, and modeling all help make content comprehensible for students. Systematic and explicit instruction that is rigorous and differentiated is the focus for all of our ELLs.

Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced through

A. Programming and Scheduling Information

seeing vocabulary in context. Real life examples and images provide a context for language and vocabulary. Listening Centers are utilized to provide the opportunity for repetition; the student can control their learning pace by pausing, rewinding, fast forwarding, and/or playing the text/story over again, and do this all on their own

4. We ensure that our ELLs are appropriately evaluated in their native language by identifying the home language recorded on the HLS. If the home language is Spanish, the Spanish LAB is administered. After the HLS process is completed, the school determines the student's native language. Spanish speaking students are given the Spanish Lab to determine their Spanish language fluency. The teacher may include an oral or written assessment to determine the student's native language proficiency, and then seek the assistance of a native language school support person. In the classroom students may use native language and biligual dictionaries and glossaries when needed. State math and science tests are available in students' native langauges and also during state testing, the school uses translation services as well as trained school personel to administer the math and science tests. Additionally, ELLs are allowed to use biligual glossaries on these tests.

5. We utilize LAB-R and NYSESLAT scores, ELL Periodic Assessment, informal and formal assessments, and various ATS reports to differentiate the instruction for our ELL subgroups. Students are grouped according informal and formal data as well as student capabilities. Lesson planning includes preparation to accommodate the different proficiency levels and modalities.

5a. Our school services six Students who have Interrupted Formal Education (SIFE). To support these students, the classroom teachers send an instructional packet home to the parents that include resources and handouts. These students are strongly encouraged to enroll in our after school English Language Learners Support Program, and the Summer ELL Program during July and August. These students are also provided with Academic Intervention Services, which is two times a week for the duration of one hour. The service providers are all NYS highly qualified teachers. During the regular school day, the materials utilized are standards based and aligned with the New York City and State curriculum. In addition, we incorporate the buddy system for our SIFE students to make the transition easier for them.

5b. When newcomers arrive to our school from their native country, we immediately pair them with a buddy student who speaks their native language. Special attention is given to these students from the classroom teacher to welcome this student and assist them through their adjustment period. The classroom teachers are encouraged to use alternate techniques to communicate with the students i.e. drawings, hand movements, chanting, acting out, etc. . Translators are provided to speak with the students and the students' parents. We also plan to use the newcomers program available in the "On Our Way to English" series.

The service provider for the newcomers are ESL certified or NYS highly qualified teachers. Title III funds are utilized each year to support these students by providing additional support before/after the school day for two hours per week.

In addition, the guidance counselor is available to support the ELL newcomer population with academic, social and assimilation issues. The connection between the native culture and the target culture will be addressed through guidance interventions. Culturally diverse backgrounds are discussed to develop an atmosphere of understanding and tolerance. Each cultural group's attributes are explored, examined and discussed. The children are encouraged to find commonalities in the various ethnic groups in our school. This will better prepare them for the multi-cultural world that awaits them. Dual language books and native language dictionaries provide additional support.

5c. English Language Learners who are being serviced 4-6 years are invited to attend all afterschool programs. They are included in the Extended Day and also offered Academic Intervention Service by ESL certified teachers or NYS highly qualified teachers. Title III funds are utilized to provide these students additional academic support. To support content area instruction, ESL teachers use the push in model and provide support to help the students' reach the standards. Small group and one-to one instruction are part of daily instruction to improve their reading and writing skills.

5d. At this time, we do not have any Long Term English Language Learners, however, in the event that we do, we will differentiate instruction to meet the individual learning styles of these students in the classroom. These students would be encouraged to attend our after school program supported by Title III funds which would include test preparation for New York City and State standardized tests. We would offer our Long Term ELL's ESL services using the push-in/pull out model. Academic Intervention Services would be provided for these students. Parent workshops would be conducted throughout the school year so that parents can support their children at home. We would encourage these students to participate in the Title III summer school program that is designed for English Language Learners.

A. Programming and Scheduling Information

6. For our English Language Learners with special needs, we use a combination of data to identify and hone in on the students' specific needs. We use the student's IEPs, communication with the School Assessment Team, classroom teachers and paraprofessionals to identify best strategies to meet the special needs of these students. Daily instruction is strongly supported by co-teaching, hands on activities, modeling, repetition, and visual aids. PPT meetings are used to track and discuss student progress and next steps.

Teachers use Reading Street, including its ELL component, to teach content area and language development. Sidewalks is also used for the ELL-SWDS. On Our Way to English and Avenues are also used to provide content area support. Words Their Way is used to facilitate English language development.

Teachers use many instructional strategies to meet the needs of the ELL-SWDS. Differentiated small group instruction takes place throughout every school day. Other strategies include TPR, using visuals, repetition, engaging students in hands-on activities, role playing, use of technology, books on cd, etc...

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	programs provide focused small group instruction and formal test preparation. According to their IEPs, students are eligible for accommodations that include timing, setting, and method of presentation in the classroom and during formal testing.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. Our targeted intervention program is for all ELLS receiving 4-6 years of service. The intervention spans ELA, math and all content areas. The intervention includes small group instruction as well as differentiation by product and process. The instruction is in English, however, native language materials are used for additional support. The targeted intervention infuses literacy skills in content areas which

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?
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8. Our targeted intervention program is for all ELLS receiving 4-6 years of service. The intervention spans ELA, math and all content areas. The intervention includes small group instruction as well as differentiation by product and process. The instruction is in English, however, native language materials are used for additional support. The targeted intervention infuses literacy skills in content areas which align the curriculum to the Common Core Learning Standards to increase academic language and rigor.

9. During instructional time, Former ELLS are provided with additional ELA and Math support in the classroom as well as in Extended Day, and in after school programs. The support includes but is not limited to the use of visuals, graphic organizers, use of technology, smart boards, and small group instruction. The test coordinator ensures all Former ELLS receive the following testing accommodations on all NYC and NYS Exams. The accommodations are, time extension, separate location, use of bilingual glossaries and dictionaries, alternate language editions, oral translations for lower incidence languages, written response in the native language and a third read of the listening selection on the NYS ELA Exam.

10. Reading Street is now included for all grade levels K-5. The ELL component is in all classrooms. We are looking into Rosetta Stone, Achieve 3000, Istation, Destination Math and Reading. Our data indicates a large number of ELL students in the Newcomer 0-3 years. After analyzing the RLAT and RNMR, we found that we have students who are stalled at one proficiency level and are not showing growth over time. In addition, we have identified a weakness in the reading and writing modality. Therefore, we are considering these programs because they are recognized by the OELL and may provide appropriate ELL remediation.

11. NA

12. All ELLS are given the opportunity to participate and are afforded equal access to all school-wide programs and extra-curricular activities. ELL students are invited to all school-wide programs via permission slips that are sent to the families.

12b. The YMCA is a Community Based Organization, which is housed in the school everyday from 2:30-6:00 P.M.. It offers homework assistance and enrichment activities to students in all grade levels including English Language Learners. Title III after school programs provide additional literacy instruction in speaking, listening, reading, and writing. The goal of these programs is to increase the student's language acquisition and development. Since we are in Corrective Action, Year 2 all of our ELLS are encouraged to complete an Supplemental Education Services application for free tutoring. On Tuesdays and Thursdays, we house an SES program which provides free tutoring for one hour and a half. The tutoring is provided by NYS highly qualified teachers and the materials that are used are aligned with the English as a Second Language Standards.

13. There is a variety of technological support for ELL students, such as whiteboards, overheads, laptops, computers and computer software. Students use Imagine Learning, BrainPop Jr., Starfall, and Raz-Kids as well as other academic internet sites. All students are provided with time to use laptops in the classroom. Listening centers are utilized to help our students increase their listening and speaking skills.

14. Dual language books are available in all classrooms. Bilingual and picture dictionaries are also commonly used. School staff support students in native languages whenever possible. Translation services in students' native languages are provided in science and math during formal assessments. Glossaries and word- to -word dictionaries are also available and distributed to all ELL and Former ELL students as well as their classroom and cluster teachers.

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.
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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?
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17. What language electives are offered to ELLs?

8. Our targeted intervention program is for all ELLS receiving 4-6 years of service. The intervention spans ELA, math and all content areas. The intervention includes small group instruction as well as differentiation by product and process. The instruction is in English, however, native language materials are used for additional support. The targeted intervention infuses literacy skills in content areas which align the curriculum to the Common Core Learning Standards to increase academic language and rigor.

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10. Reading Street is now included for all grade levels K-5. The ELL component is in all classrooms. We are looking into Rosetta Stone, Achieve 3000, Istation, Destination Math and Reading. Our data indicates a large number of ELL students in the Newcomer 0-3 years. After analyzing the RLAT and RNMR, we found that we have students who are stalled at one proficiency level and are not showing growth over time. In addition, we have identified a weakness in the reading and writing modality. Therefore, we are considering these programs because they are recognized by the OELL and may provide appropriate ELL remediation.

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12. All ELLS are given the opportunity to participate and are afforded equal access to all school-wide programs and extra-curricular activities. ELL students are invited to all school-wide programs via permission slips that are sent to the families.

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14. Dual language books are available in all classrooms. Bilingual and picture dictionaries are also commonly used. School staff support students in native languages whenever possible. Translation services in students' native languages are provided in science and math during formal assessments. Glossaries and word- to -word dictionaries are also available and distributed to all ELL and Former ELL students as well as their classroom and cluster teachers.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-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)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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

D. Professional Development and Support for School Staff

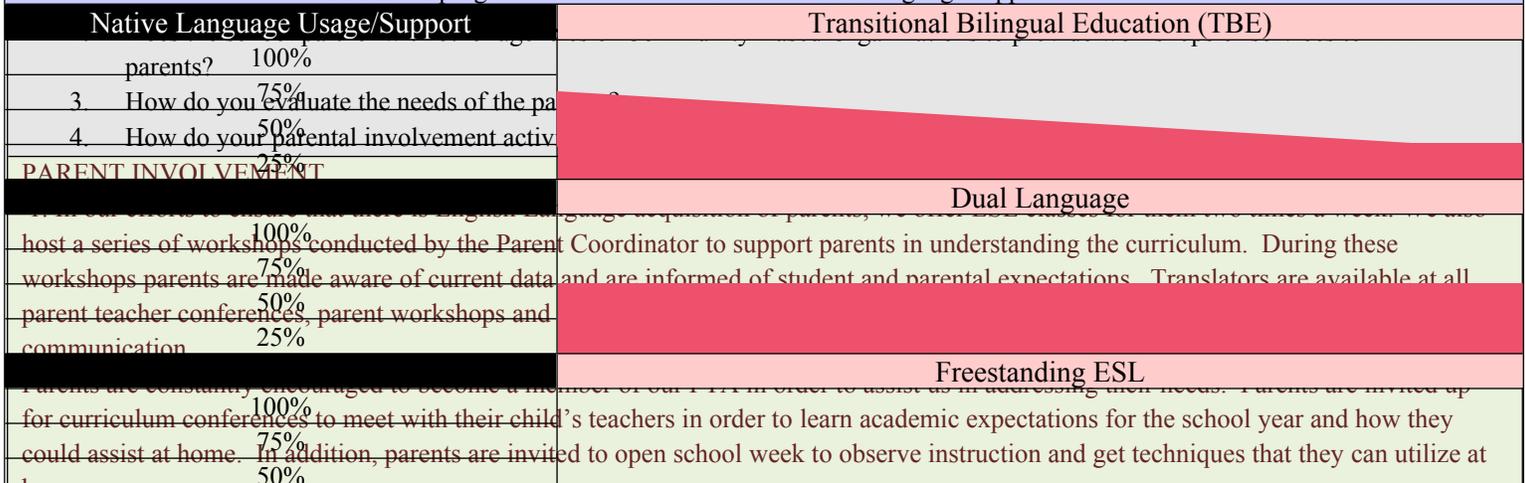
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Professional Development for our ELL personnel is provided throughout the year and the focus is on ESL methodologies and strategies on working with the Newcomer population, ELLs who have special needs and ELLs who have been serviced for 4-6 years. Teachers analyze and plan instruction based on student data and focus on the four modalities, Listening, Speaking, Reading and Writing. Classroom teachers will revisit strategies for using story grammar: characters, setting, problem and solution, and to use text-to-text, text-to-self and text-to-world connections to support the ELLs in mastering these skills and strategies. Collaboration of teachers is provided through staff development sessions, both inside and outside of the school, grade meetings and also through team teaching and planning. Articulation time is provided during common preparation periods, or as programmed by both the ESL and classroom teacher.
2. The Guidance Counselor and Parent Coordinator support ELL students as they transition from elementary to middle school by providing students and families information about open houses and offer special assemblies. Parents are invited to come up to the school if they need help filling out the applications or if they have questions about the middle school choices. Throughout the year, administration, the parent coordinator and the guidance counselor attend meetings regarding promotion criteria, middle school applications, and middle school fairs. Staff is also supported through yearly meetings and are regularly updated about OLSAT testing, middle school fairs, and application deadlines.
3. ELL training for all staff members excluding teachers who hold ESL or bilingual licenses is conducted throughout the school year during faculty conferences, grade conferences, OELL and CFN 406 ESL meetings and America's Choice Writing Aviator Professional Development. We also have a C.I.T.E staff developer who provides professional development on a weekly basis. Record and track keeping of the 7.5 hours will be maintained through attendance sheets and logs.

Native Language Usage and Supports

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



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?

PARENT INVOLVEMENT

1. In our efforts to ensure that there is English Language acquisition of parents, we offer ESL classes for them two times a week. We also host a series of workshops conducted by the Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings. Translation headsets are utilized as well to ensure effective communication.

Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home.

2. Virtual Y is a Community Based Organization that takes place from Monday to Friday for parents who work. Our ELL students are encouraged to attend this program. Throughout the year, parents are invited up for celebrations which include but are not limited to writing, reading and author studies. Parents partner with teachers on Dr. Seuss day to read aloud various books written by the author. They are invited to all special assemblies, author visits and encouraged to attend all class trips.

3. Parent needs are evaluated through feedback from the New York City Learning Environment Surveys and the Parent Coordinator. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population. The New York City Learning Environment Survey is used to determine parent needs and concerns. Feedback from teachers helps us address the needs of our parents.

4. Parental involvement activities are planned and coordinated with the needs of the parents in mind. These plans are derived at SLT meetings, cabinet and PTA meetings. The Parent Coordinator and staff constantly discuss and evaluate the needs of the community and plan activities accordingly.

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.
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17. What language electives are offered to ELLs?

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13. There is a variety of technological support for ELL students, such as whiteboards, overheads, laptops, computers and computer software. Students use Imagine Learning, BrainPop Jr., Starfall, and Raz-Kids as well as other academic internet sites. All students are provided with time to use laptops in the classroom. Listening centers are utilized to help our students increase their listening and speaking skills.

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8. Our targeted intervention program is for all ELLS receiving 4-6 years of service. The intervention spans ELA, math and all content areas. The intervention includes small group instruction as well as differentiation by product and process. The instruction is in English, however, native language materials are used for additional support. The targeted intervention infuses literacy skills in content areas which align the curriculum to the Common Core Learning Standards to increase academic language and rigor.

9. During instructional time, Former ELLS are provided with additional ELA and Math support in the classroom as well as in Extended Day, and in after school programs. The support includes but is not limited to the use of visuals, graphic organizers, use of technology, smart boards, and small group instruction. The test coordinator ensures all Former ELLS receive the following testing accommodations on all NYC and NYS Exams. The accommodations are, time extension, separate location, use of bilingual glossaries and dictionaries, alternate language editions, oral translations for lower incidence languages, written response in the native language and a third read of the listening selection on the NYS ELA Exam.

10. Reading Street is now included for all grade levels K-5. The ELL component is in all classrooms. We are looking into Rosetta Stone, Achieve 3000, Istation, Destination Math and Reading. Our data indicates a large number of ELL students in the Newcomer 0-3 years. After analyzing the RLAT and RNMR, we found that we have students who are stalled at one proficiency level and are not showing growth over time. In addition, we have identified a weakness in the reading and writing modality. Therefore, we are considering these programs because they are recognized by the OELL and may provide appropriate ELL remediation.

11. NA

12. All ELLS are given the opportunity to participate and are afforded equal access to all school-wide programs and extra-curricular activities. ELL students are invited to all school-wide programs via permission slips that are sent to the families.

12b. The YMCA is a Community Based Organization, which is housed in the school everyday from 2:30-6:00 P.M.. It offers homework assistance and enrichment activities to students in all grade levels including English Language Learners. Title III after school programs provide additional literacy instruction in speaking, listening, reading, and writing. The goal of these programs is to increase the student's language acquisition and development. Since we are in Corrective Action, Year 2 all of our ELLS are encouraged to complete an Supplemental Education Services application for free tutoring. On Tuesdays and Thursdays, we house an SES program which provides free tutoring for one hour and a half. The tutoring is provided by NYS highly qualified teachers and the materials that are used are aligned with the English as a Second Language Standards.

13. There is a variety of technological support for ELL students, such as whiteboards, overheads, laptops, computers and computer software. Students use Imagine Learning, BrainPop Jr., Starfall, and Raz-Kids as well as other academic internet sites. All students are provided with time to use laptops in the classroom. Listening centers are utilized to help our students increase their listening and speaking skills.

14. Dual language books are available in all classrooms. Bilingual and picture dictionaries are also commonly used. School staff support students in native languages whenever possible. Translation services in students' native languages are provided in science and math during formal assessments. Glossaries and word- to -word dictionaries are also available and distributed to all ELL and Former ELL students as well as their classroom and cluster teachers.

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

C. Schools with Dual Language Programs

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

N/A

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.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Professional Development for our ELL personnel is provided throughout the year and the focus is on ESL methodologies and strategies on working with the Newcomer population, ELLS who have special needs and ELLS who have been serviced for 4-6 years. Teachers analyze and plan instruction based on student data and focus on the four modalities, Listening, Speaking, Reading and Writing. Classroom teachers will revisit strategies for using story grammar: characters, setting, problem and solution, and to use text-to-text, text-to-self and text-to-world connections to support the ELLS in mastering these skills and strategies. Collaboration of teachers is provided through staff development sessions, both inside and outside of the school, grade meetings and also through team teaching and planning. Articulation time is provided during common preparation periods, or as programmed by both the ESL and classroom teacher.
2. The Guidance Counselor and Parent Coordinator support ELL students as they transition from elementary to middle school by providing students and families information about open houses and offer special assemblies. Parents are invited to come up to the school if they need help filling out the applications or if they have questions about the middle school choices. Throughout the year, administration, the parent coordinator and the guidance counselor attend meetings regarding promotion criteria, middle school applications, and middle school fairs. Staff is also supported through yearly meetings and are regularly updated about OLSAT testing, middle school fairs, and application deadlines.
3. ELL training for all staff members excluding teachers who hold ESL or bilingual licenses is conducted throughout the school year during faculty conferences, grade conferences, OELL and CFN 406 ESL meetings and America's Choice Writing Aviator Professional Development. We also have a C.I.T.E staff developer who provides professional development on a weekly basis. Record and track keeping of the 7.5 hours will be maintained through attendance sheets and logs.

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?

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

PARENT INVOLVEMENT

1. In our efforts to ensure that there is English Language acquisition of parents, we offer ESL classes for them two times a week. We also host a series of workshops conducted by the Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings. Translation headsets are utilized as well to ensure effective communication.

Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home.

2. Virtual Y is a Community Based Organization that takes place from Monday to Friday for parents who work. Our ELL students are encouraged to attend this program. Throughout the year, parents are invited up for celebrations which include but are not limited to writing, reading and author studies. Parents partner with teachers on Dr. Seuss day to read aloud various books written by the author. They are invited to all special assemblies, author visits and encouraged to attend all class trips.

3. Parent needs are evaluated through feedback from the New York City Learning Environment Surveys and the Parent Coordinator. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population. The New York City Learning Environment Survey is used to determine parent needs and concerns. Feedback from teachers helps us address the needs of our parents.

4. Parental involvement activities are planned and coordinated with the needs of the parents in mind. These plans are derived at SLT meetings, cabinet and PTA meetings. The Parent Coordinator and staff constantly discuss and evaluate the needs of the community and plan activities accordingly.

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)	39	22	15	13	9	6								104
Intermediate(I)	23	15	23	18	19	10								108
Advanced (A)	7	25	15	26	25	17								115

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	69	62	53	57	53	33	0	0	0	0	0	0	0	327

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	8	0	3	2	1							
	I	17	18	8	11	11	8							
	A	35	27	29	22	27	16							
	P	20	31	22	30	26	18							
READING/ WRITING	B	39	19	15	13	9	6							
	I	20	14	23	16	18	10							
	A	2	19	15	25	24	12							
	P	13	32	6	12	15	15							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	27	29	9	1	66
4	11	36	14	5	66
5	10	21	11	1	43
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25	4	26	3	14	0	1	0	73
4	8	3	25	11	13	1	5	0	66
5	4	6	15	6	8	3	1	0	43
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	14	6	18	7	22	1	3	0	71

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Kensington

School DBN: 20K179

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernadette Amato	Principal		10/20/11
Bernel Connelly	Assistant Principal		10/20/11
Kathleen Vitale	Parent Coordinator		10/20/11
Mirsada Sakic	ESL Teacher		10/20/11
Karina Gonzalez	Parent		10/20/11
Nicole Grillo/ESL Push In	Teacher/Subject Area		10/20/11
Sonila Xhelo/ESL SC	Teacher/Subject Area		10/20/11
Jodi Contento TC/DS	Coach		10/20/11
	Coach		10/20/11
	Guidance Counselor		10/20/11
	Network Leader		10/20/11
Jaimie Lamanno Gen.Ed	Other		10/20/11
	Other		10/20/11
	Other		10/20/11
	Other		10/20/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K179 **School Name:** The Kensington School

Cluster: 4 **Network:** 406

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.

As a collaborative learning environment, we strive on building communication with all of our parents. Wherever possible, we try to communicate with non-English speaking parents in their home language. We believe that this communication will assist us in building parent accountability, knowledge, and capacity. With parents as one of our vested partners we are ensuring academic achievement for all students.

There are several structures that we have in place when students enter our school for the first time:

- Parents fill out a Home Language Survey
- A certified ESL teacher conducts an interview with the child
- The LAB-R is administered to eligible students
- A certified ESL teacher hand scores the LAB-R and determines if the child is an ELL or non ELL

If the child is an ELL the following occurs:

Parents are invited to the school for a parent orientation workshop. This ensures their understanding of all three program choices. These workshops are scheduled so that we meet with parents that speak the same language. Parents are given a brochure in their native language that explains each of the three program choices. A video is then shown in the native language that further explains the three program choices. After the viewing of the video, a representative of our staff or a parent volunteer, who speaks the language, is present to answer any questions. Once questions have been answered and parents fully understand the three program choices, they are given a Parent Survey and Program Selection form to complete.

- All letters and information that are sent home to our parents are translated into the languages that have been identified by our Home Language Surveys.

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

The results of the Parents Survey and Program Selection form show that the majority of our parents chose to have their child in a Freestanding English Second Language class. These findings were reported to the school community at PTA and SLT meetings, Parent-Teacher Conferences and Parent Workshops.

Part B: Strategies and Activities

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

As a learning community with over 40% of our students identified as ELLs, we deem it imperative to have letters that are sent home translated by the Office of Translation Services. This ensures that our non-English speaking parents receive the same information as our English speaking parents. Throughout the year parent workshops are offered where handouts are available in different languages so that parents are able to participate in the meetings. These handouts are translated by either in house staff members or the Office of Translation Services. Brochures in the parent's native language are provided by the Department of Education to ensure parents understanding of the three program choices that are available to them. These brochures allow the parents to make an informed decision about the program their child will become a part of.

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.

Our ESL teachers and paraprofessionals who are fluent in other languages help translateduring workshops and conferences. During Parent Teacher Conferences, translators from the Office of Translation Services assist us with communicating with our parents. During the school year when we communicate through phone conversations, translations are made by either an ESL teacher or paraprofessional. These in house translators assist in explaining any information that a parent may not understand. DVDs in the native language of the parents are provided by the Department of Education to ensure parents understanding of the three program choices that are available to them. A certified ESL Teacher or Parent Volunteer who is fluent in the native language is available to assist with any questions that may arise.

- 3.

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>.

We fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring the letters are available in the native language of the parents. We have a bulletin board at the entrance of the school which provides information in the many different languages of our learning community. Our PTA members ensure that materials for meetings are available in many different languages. During Parent-Teacher Conferences we have translators available to assist the parents and staff in communicating. Upon admittance into the school we provide forms in the native language to assist the parents in understanding the process and requirements for their child. We have staff that can assist in translations.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 179 The Kensington School	DBN: 20K179
Cluster Leader: K	Network Leader: Sandra Litrico
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: During School
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 23
of certified ESL/Bilingual teachers: 4
of content area teachers: 19

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on our current NYSESLAT results, ELA data and teacher observations, our students need additional support in direct and guided instruction in reading, writing, speaking and listening. Our 2009-2010 and 2010-2011 NYSESLAT data has shown that the greatest amount of mobility occurs within the first grade. For the last two consecutive years, our first grade students have made the greatest gains out of all of the grades, and has had the largest number of proficient students by the end of the year. Therefore, we want to continue to support students in this grade by using technology programs such as Imagine Learning to provide ELLs with differentiated instruction in foundational skills. Imagine Learning provides students with targeted instruction in phonemic awareness, phonics, vocabulary, and comprehension. Students are taught through interactive activities that differentiate instruction based on each student's needs. The program will also provide native language support to students, if needed. This supplemental technology based program will be used for 20 minutes a day, targeting beginner and intermediate ELLs.

We will conduct a Saturday enrichment program to target our SIFE students and Long-term ELLs students in grades 3, 4 and 5. Students will develop reading, writing, speaking and listening skills. Activities will focus on language development, both conversational and academic, as well as mathematics and critical thinking skills. Word to word dictionaries will be used as accommodations to support students as they learn various concepts and big ideas. Session will take place for 10 Saturdays, 3 hours per session. There will be 2 certified ESL teachers and 3 general education teachers for this program. The program will be used for test preparation.

We will continue our partnership with Marquis Studios. By combining literacy with the arts, students will make original puppets to use in an original performance. The course is focused on encouraging skills specific to the processes of puppetry and basic artistry. Classes will write and perform an original play using a variety of modalities to express themselves through the Arts. Performances will be given for parents as well as peers in the classroom. This program will target our beginner and newcomer ELLs in our Early Childhood self-contained ESL classes, as well as our Early Childhood ELLs in self-contained special education classes. Six classes in total will be served, 3 self-contained ESL classes and 3 self-contained special education classes in grades K-2. Classes will receive 10 sessions of instruction.

An After School program designed to develop and enhance students' comprehension skills, reading, reasoning and critical thinking will be take place for an hour and a half, two (2) days a week for 40 sessions. Two certified ESL teachers and two general education teachers will provide skill based instruction to increase students' reading, writing, listening and speaking skills. The teachers will use the co-teaching model to deliver direct instruction to students. The program will target ELLs in the testing

Part B: Direct Instruction Supplemental Program Information

grades. Teachers will use skill based literacy materials, such as Voyager Passport and NYSELAT consumable workbooks, as well as technology programs, such as, iStation, to provide individual and small group instruction to students.

In order to implement this plan to its fullest extent, 20K179 will use other funding sources to complement the cost of the Supplemental Title III Program.

Part C: Professional Development

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

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

Begin description here:

Since professional development is critical to the success of all teachers and their students, our Title II funds will be used to provide professional development to the teachers involved in our various supplemental programs. The general education teachers and ESL teachers for our AfterSchool and Saturday programs, will receive professional development to support and improve the delivery of instruction for our ELLs. Training will be conducted by on-site staff, as well as member of our Children First Network. The CFN 406 will continue providing on-site and off-site professional development that will support the collaboration between ESL providers and classroom teachers. Sessions will focus on the use of the six co-teaching models. Pedagogues will learn how to plan for each model in order to provide high quality, rigorous instruction aligned with the Common Core Standards and ESL Standards. Maximizing the co-teaching model is one of our school-wide focuses for the 2011-2012 school year. Training and support in this initiative began in Fall 2011.

Eight 1st grade teachers will receive professional development from Imagine Learning. The training will show teachers how to run the program and manage students, generate reports and use the data from the reports to provide targeted interventions and activities for students. The training will also show teachers reports that should be shared with parents.

The Marquis Studio residency will provide students with practice in listening, speaking, reading and writing embedded in the arts. Three state certified ESL teachers and three state certified Special Education teachers will plan lessons with the resident artist. They will also learn practices and activities that they could integrate across content areas. There will be one formal planning session and training. However, planning with the artist will be ongoing during the 10 week session.

In order to provide high quality professional development and to build capacity in the direct instruction of ELLs, some funds will be used to pay for Per Diem substitute teachers. This will enable us to adequately train all pedagogues responsible for implementing our supplemental programs, Imagine

Part C: Professional Development

Learning and iStation. It will also enable us to provide teachers will professional development that will improve teaching and learning in all core subjects.

Part D: Parental Engagement Activities

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

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

Begin description here: Our Parent Coordinator will host several workshops throughout the school year aimed at teaching parents ways to improve their children's academic progress. Workshops include topics, such as, How to Read with You Child and The Importance of Speech and Language Development at Home. Workshops will be offered in English, however, translators will be present and will translate the content into the parent's native language, if requested. Translators and parents will interact through the use of FM modulators. This tool allows the participants to hear the content in their native language without interruption. Presenters include Community based Organizations and school staff.

Additionally, Adult ESL classes are held on-site three days a week for 2 hours each session. The goal is to support parents and increase the pace and proficiency of their language acquisition, enabling them to become better equipped to support their children. Parents will be notified of workshops and programs through flyers and the school website. Flyers will be sent home in English as well as the student's native language. Flyers will be translated through the use of the Department of Education Translation Unit and / or bilingual staff members. The Parent Coordinator and adult ESL teacher will run the parent programs and workshops.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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