



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 212 THE LADY DEBORAH MOODY SCHOOL

DBN : 21K212

PRINCIPAL: JOSEPHINE MARSELLA

EMAIL: JMARSEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Josephine Marsella | *Principal or Designee | |
| Maria Hatimy | *UFT Chapter Leader or Designee | |
| Qiana Williams | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Deborah Delluomo | Member/Assistant Principal | |
| Sharon Dror | Member/Teacher | |
| Maria Brown | Member/Teacher | |
| Lauren Feuer | Member/Teacher | |
| Giselle Orellana | Member/Teacher | |
| Mallory Figueroa | Member/Parent | |
| Airegin Smith | Member/Parent | |
| Aziza Bakroun | Member/Parent | |

| | | |
|-----------------|---------------|--|
| Erica Kuskin | Member/Parent | |
| Shaolin Griffin | Member/Parent | |
| Sandra Temple | 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 teacher effectiveness will be improved by developing structures for self-assessment and reflection on teaching practices.

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.

Teacher effectiveness is the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. This is also the foundation for professional development and teacher evaluation processes. This links all the activities together and helps teachers become more thoughtful and effective teachers. With this in mind, a survey was distributed to all teachers regarding various areas of focus regarding instruction. Results indicated teachers' strengths and weaknesses in each area.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal.

Activity #1

Teachers self assessment:

During September, 2011, all teachers will complete a self-assessment based on a research based rubric. Teachers will also create a personalized learning path in ARIS based on a self-assessment rubric.

Target Population: All teachers

Responsible Staff Members: Data Specialist and Technology Teacher

Implementation Timeline: September 2011

Activity #2

Professional Development:

PD will be provided by network 605 focusing on components of the frameworks for teachers. These components will be integrated in the classrooms. Data Specialist will train teachers to use the ARIS Learn feature to choose professional development modules that meet their individual needs. Teachers will be provided with PD on how to utilize the Promethean Board in the classroom to engage all students through the use of digital resources that are aligned to the CCSS.

Target Population: All teachers

Responsible Staff Members: Data Specialist, Technology Teacher and Network 605

Implementation Timeline: September 2011 – June 2012

Activity #3**Teacher Observations:**

School leaders will set up and follow a schedule for teacher observation and feedback using a research-based rubric. School leaders will engage in constructive conversations with teachers to discuss strengths and suggestions for improving their instructional practices.

Target Population: All Teachers

Responsible Staff Members: Principal and Assistant Principal

Implementation Timeline: October 2011 – June 2012

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of these Strategies/activities

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects.

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

The strategies and activities are as follows:

*Parents fill out a Learning Needs Survey to permit teachers to become familiar with students' needs.

*Open School Week allows parents to visit their child's class and view the instructional style of the teacher.

*Parent workshops are conducted throughout the year by the Parent Coordinator and Academic Intervention Teachers to apprise parents of the higher learning Standards towards which their child will be working.

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 becomes highly qualified, in order to achieve this goal.

*Presently 100% of our teachers are highly qualified.

*Moving forward mentors will be assigned to support struggling and /or unqualified teachers

*Implementation of the Danielson Frameworks for Teaching will enhance the teacher effectiveness of our highly qualified teachers.

*The Payroll secretary will work closely with the network HR person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

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.

Professional Development is provided under local services

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.

As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

*Principal-Fair Student Funding

*Assistant Principal –Title I

*Teaching Staff –Fair Student Funding

*Parent Coordinator -Fair Student Funding

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 we will raise the standards of students' work in literacy in order to meet or exceed the more rigorous common core standards resulting in students producing performance task bundles based upon a unit of study in Literacy.

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.

Based on the results of the 2010-2011 New York State Exam, we realized the need to engage students in more rigorous common core aligned performance tasks in literacy in order to bridge the gap between present student performance and higher academic expectations.

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: strategies/activities that encompass the needs of identified student subgroups,

Activity #1

Professional Development: PD will be given on the following topics: Universal Design for Learning, Common Core State Standards, Curriculum Mapping (Atlas Rubicon), Curriculum Instructional Initiatives and the Common Core Aligned Performance Tasks.

Target Population: All classroom teachers

Responsible Staff Members: Data Specialist, Technology Teacher, Principal and Assistant Principal

Implementation Timeline: September 2011-May2012

Activity #2

Common Planning Time for Teachers: Teachers will collaborate with colleagues, a minimum of three times a week, to plan for the implementation of the common core aligned performance tasks. Teachers will analyze student work samples, review student data, create rubrics and share instructional resources. Teachers will also create differentiated scaffolded tasks to provide students with the instructional base needed to complete the culminating task.

Target Population: All classroom teachers

Responsible Staff Members: Data Specialist, Technology Teacher, Principal and Assistant Principal

Implementation Timeline: October 2010-March 2012

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of these Strategies/activities

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects.

Strategies to increase parental involvement

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

*Conduct parent workshops that include: grade level curriculum and assessment expectations, literacy activities and resources that parents use to help their children at home and technology training to build parents' capacity to help their children with instructional resources in literacy.

*To provide parents with curriculum resources from the Reading Street program that we have posted on our school website.

*Letters were sent to parents with Acuity names and passwords to enable their children to complete instructional resources in literacy assigned by the classroom teacher.

*Dial A Teacher fliers were sent home to parents and students were provided with a sticker in their homework *planner with the number to call for homework assistance*.

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.

*Presently 100% of our teachers are highly qualified.

- *Moving forward mentors will be assigned to support struggling and /or unqualified teachers
- *Implementation of the Danielson Frameworks for Teaching will enhance the teacher effectiveness of our highly qualified teachers.
- *The Payroll secretary will work closely with the network HR person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

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.

Professional Development is provided under local services

After School classes in ELA to assist student meet or exceed standards –Title 1 and Title III

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.
As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
All classroom teachers (K-5) –Fair Student Funding
Data Specialist –Fair Student Funding
Technology teacher –Fair Student Funding

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 we will raise the standards of students' work in math in order to meet or exceed the more rigorous common core standards resulting in students producing performance task bundles based upon a unit of study in Mathematics.

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.

Based on the results of the 2010-2011 New York State Exam, we realized the need to engage students in more rigorous common core aligned performance tasks in math in order to bridge the gap between present student performance and higher academic expectations.

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:

Activity #1

Professional Development: PD will be given on the following topics: Universal Design for Learning, Common Core State Standards, Curriculum Mapping (Atlas Rubicon), Curriculum Instructional Initiatives and the Common Core Aligned Performance Tasks.

Target Population: All classroom teachers

Responsible Staff Members: Data Specialist, Technology Teacher, Principal and Assistant Principal

Implementation Timeline: October 2010 – March 2012

Activity #2

Common Planning Time for Teachers: Teachers will collaborate with colleagues, a minimum of three times a week, to plan for the implementation of the common core aligned performance tasks. Teachers will analyze student work samples, review student data, create rubrics and share instructional resources. Teachers will also create differentiated scaffolded tasks to provide students with the instructional base needed to complete the culminating task.

Target Population: All classroom teachers

Responsible Staff Members: Data Specialist, Technology Teacher, Principal and Assistant Principal

Implementation Timeline: October 2010-March 2012

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of these Strategies/activities

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Conduct parent workshops that include: grade level curriculum and assessment expectations, math activities and resources that parents use to help their children at home and technology training to build parents' capacity to help their children with instructional resources in math.
 - *To provide parents with curriculum resources from the enVSION math program that we have posted on our school website.
 - *Letters were sent to parents with Acuity names and passwords to enable their children to complete instructional resources in math assigned by the classroom teacher.
 - *Dial A Teacher fliers were sent home to parents and students were provided with a sticker in their homework *planner with the number to call for homework assistance*.

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.
 - *Presently 100% of our teachers are highly qualified.
 - *Moving forward mentors will be assigned to support struggling and /or unqualified teachers
 - *Implementation of the Danielson Frameworks for Teaching will enhance the teacher effectiveness of our highly qualified teachers.
 - *The Payroll secretary will work closely with the network HR person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

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.

Professional Development is provided under local services
After School classes in Math to assist student meet or exceed standards –Title 1

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.

As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

All classroom teachers (K-5)

Data Specialist –Fair Student Funding

Technology teacher –Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve the understanding of mathematical concepts for students with disabilities in grades 4 and 5.

By June 2012, 50% of our students with disabilities in grades 4 and 5 will show progress in understanding Mathematical concepts. This will be evidenced by their performance in the Math ITAs and Predictive assessments, unit benchmark exams in enVision math, student work folders

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.

Performance levels on the NYS Math Exam decreased and the school failed to meet the AYP in the area of Math for students with disabilities for the 2010-2011. Our AMO in math was 124. We received 115. Therefore, this year we are focusing on improving the mathematical concept for students with disabilities in grades 4 and 5.

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:

Activity #1

Professional Development:

PD will be given on the following topics:

Using Acuity Reports for strategic planning, Assigning Acuity Instructional Resources for individualized student learning, Using student data for differentiated instruction and Creating curriculum maps using Atlas Rubicon to assign instruction for students' needs.

Target Population: *Teachers in grades 4 and 5 who service students with disabilities*

Responsible Staff Members: *Data Specialist and Technology Teacher*

Implementation Timeline: *September 2011-June 2012*

Activity #2

Establish a school wide focus in Math for Collaborative Inquiry

**Teachers in all grades will choose three students each to target in Math for the year with the primary focus on students with disabilities.*

**Specific math goals will be established for each cycle based on student data.*

**Teachers will create pre assessments and post assessments within each six week cycle.*

**Individualized instruction (2 – 3 times a week) will be provided for these targeted students.*

**Teachers will meet with the Data Specialist twice per month to share best practices and review student progress.*

Target Population: *Teachers working with students with disabilities and general education students with significant math delays*

Responsible Staff Members: *All classroom teachers and the Data Specialist*

Implementation Timeline: *October 2011-June 2012*

Activity#3

Academic Intervention Services

Targeted students with disabilities in grades 4 and 5 will receive academic intervention services in math five days a week. In addition, during period three (in house extended day) these students receive additional services in math.

Target Population: Students with disabilities in grades 4 and 5

Responsible Staff Members: Teachers in grades 4 and 5, AIS Math teacher

Implementation Timeline: September 2011-June 2012

Activity#4

After School Instructional Support

Students with disabilities in grades 4 and 5 are invited to attend the extended day after school program that meets on Tuesdays and Thursdays. Some of these students also attend the Virtual Y program that meets from 3:00 – 5:30pm Mondays through Fridays. They are also invited to attend the Saturday test preparation classes prior to the State math test.

Target Population: : Students with disabilities in grades 4 and 5

Responsible Staff Members: Teachers in the Extended Day and Saturday Test Prep Program and teachers in the Virtual Y program

Implementation Timeline: September 2011-June 2012

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of these Strategies/activities

Teachers collaborate at grade conferences, common preps, inquiry team meetings and professional periods to determine academic assessments, outcomes and needs for their students. The teachers work together on common preps to design rubrics, tasks and projects.

Strategies to increase parental involvement

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

*Conduct parent workshops that include: grade level curriculum and assessment expectations, math activities and resources that parents use to help their

children at home and technology training to build parents' capacity to help their children with instructional resources in math.

*To provide parents with curriculum resources from the enVSION math program that we have posted on our school website.

*Letters were sent to parents with Acuity names and passwords to enable their children to complete instructional resources assigned by the classroom teacher.

*Dial A Teacher fliers were sent home to parents and students were provided with a sticker in their homework *planner with the number to call for homework assistance*.

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.

*Presently 100% of our teachers are highly qualified.

*Moving forward mentors will be assigned to support struggling and /or unqualified teachers

*Implementation of the Danielson Frameworks for Teaching will enhance the teacher effectiveness of our highly qualified teachers.

*The Payroll secretary will work closely with the network HR person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines.

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.

Professional Development is provided under local services

After School classes in Math to assist student meet or exceed standards –Title 1

Virtual Y Extended Day Program

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.
As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding(Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

Data Specialist, Technology Teacher, AIS Math Teacher and Teachers of students with disabilities in grades 4 and 5 – Fair Student Funding

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.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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.

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.

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.

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 | 18 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 1 | 10 | 0 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 21 | 16 | N/A | N/A | 0 | 0 | 2 | 0 |
| 3 | 15 | 33 | N/A | N/A | 0 | 0 | 1 | 0 |
| 4 | 77 | 40 | 0 | 0 | 0 | 0 | 1 | 0 |
| 5 | 24 | 25 | 0 | 0 | 0 | 0 | 1 | 0 |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 |
|--|--|
| <p>ELA</p> | <p>Literacy Grades K-2:</p> <ul style="list-style-type: none"> ○ Reading Street ○ Small group ○ During school day <p>Literacy Grades 3-5:</p> <ul style="list-style-type: none"> ○ My Sidewalk on Reading Street ○ Small group ○ During school day <p>Literacy Grades 3-5 Special Education:</p> <ul style="list-style-type: none"> ○ Small Group ○ During School Day ○ Wilson Reading Program based on the Orton-Gillingham approach to teaching reading <p>Literacy Grades K-3</p> <ul style="list-style-type: none"> ○ Voyager ○ Small Group ○ During School Day ○ Orton Gillingham ○ Foundations <p>Literacy Grades 3-5:</p> <ul style="list-style-type: none"> ○ Small Group ○ After school <p>Literacy Grades 3-5:</p> <ul style="list-style-type: none"> ○ Small group ○ Saturday program |
| <p>Mathematics</p> | <p>Math Grades 2-3:</p> <ul style="list-style-type: none"> ○ Small group ○ During school day <p>Math Grades 3 - 5</p> <ul style="list-style-type: none"> ○ Small group |

| | |
|---|--|
| | <ul style="list-style-type: none"> ○ During school day ○ Pearson enVision Math Math Grades 3 - 5 <ul style="list-style-type: none"> ○ Small group ○ After school Math Grades 3 - 5 <ul style="list-style-type: none"> ○ Small group Saturday program |
| Science | Science Grade 4: <ul style="list-style-type: none"> ○ Small group Saturday program |
| Social Studies | N/A |
| At-risk Services provided by the Guidance Counselor | Guidance Counselor No at risk services |
| At-risk Services provided by the School Psychologist | School Psychologist No at risk services |
| At-risk Services provided by the Social Worker | During school day One to one Group |
| At-risk Health-related Services | No at risk services |

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:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

| | | | |
|--|-----------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp | District 21 | Borough Brooklyn | School Number 212 |
| School Name The Lady Deborah Moody | | | |

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

| | |
|--|---|
| Principal Josephine Marsella | Assistant Principal Deborah Delluomo |
| Coach | Coach |
| ESL Teacher Bonnie Merone | Guidance Counselor |
| Teacher/Subject Area Lawrence Fleck/ESL Teacher | Parent |
| Teacher/Subject Area Maria Hatimy/Data Specialist | Parent Coordinator |
| Related Service Provider | Other |
| Network Leader | Other |

C. Teacher Qualifications [i](#)

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 | 2 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who | 0 | Number of teachers currently teaching a self-contained ESL | 0 | | |

| | | | |
|---|--|---|--|
| hold both a bilingual extension and ESL certification | | class who hold both a common branch license and ESL certification | |
|---|--|---|--|

D. School Demographics

| | | | | | |
|------------------------------------|-----|----------------------|-----|---|--------|
| Total number of students in school | 615 | Total Number of ELLs | 125 | ELLs as share of total student population (%) | 20.33% |
|------------------------------------|-----|----------------------|-----|---|--------|

Part II: ELL Identification Process

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

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

Paste response to questions 1–6 here

1. At registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS). Upon completion of the registration process on the same day, if the HLIS indicates a language other than English, the school's pupil accounting secretary calls Deborah Delluomo, the Assistant Principal to the main office in order to conduct an interview with the parent(s) and child. When possible and necessary, native language support is utilized to aid the interview process--either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. Based on this initial screening process, the ESL teacher determines whether a child is eligible for formal assessment through the LAB-R, and, if so, tests the child within two to three days. If applicable, the ESL teacher administers the Spanish LAB to the child as well within the same time frame. The child's score in the LAB-R determines whether he or she is eligible for ESL services for the duration of the school year. If the child is determined to be eligible according to the LAB-R, services begin immediately. If Mrs. Delluomo is unavailable or not in the building, the school has a back-up teacher that is trained in the HLIS interview process. Ms. Maria Hatimy, the full time data specialist, will facilitate the interview process. Both Mrs. Delluomo and Ms. Hatimy have been trained in the full process of interviewing, screening and parent letters and selection processes by Mrs. Bonnie Merone the full time ESL teacher on staff.

In order to determine continued entitlement, all ELL students are evaluated in the spring of each school year using the New York State English as a Second Language Achievement Test (NYSESLAT). This test is conducted in the same manner as all other state assessments. During the testing period set by the state, the students are placed in separate locations by grade according to testing procedures. Students with IEP's receive modifications as per their IEP. Testing occurs simultaneously school-wide for all grades and levels for the Listening, Reading, and Writing sections of the test. The Speaking section of the test also occurs within the time period set by the state and is administered by the licensed ESL teachers to each student individually. If a student is absent, make-up testing occurs immediately, upon that student's return to school. The Listening, Speaking, and Reading sections of the test are packaged and sent to the Testing office. The Writing section of the NYSESLAT is scored in-house by a team of teachers, overseen by the two licensed ESL teachers.

The scores from this assessment determine whether a child is eligible to continue receiving ESL services, as well as his or her level of proficiency. If the child scores at the proficient level of the NYSESLAT, the child is no longer eligible for ESL services; however, the child will continue to receive testing modifications for two more years and AIS support services as necessary. If the child scores at the beginning or intermediate levels, the child will receive ESL services for 360 minutes per week; if the child scores at the advanced level, the child will receive 180 minutes per week. Services will continue to be provided by the two licensed ESL teachers.

In addition, the ESL teachers communicate with the School-Based Assessment Team to allow an open conversation regarding students IEP modifications.

Furthermore, ELL's throughout the year will be evaluated using multiple criteria. These evaluations will be based upon classwork, class participation, assignments, test scores and projects assigned to the students.

Continuing a classroom teacher will also be ongoing in order to get a well-rounded picture of the student's progress.

This school serves the following grades (includes ELLs and EPs)

Check all that apply

| | | | | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----|
| <input type="checkbox"/> | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

2. At the conclusion of the initial LAB-R testing period in the beginning of the school year, letters are sent home to parents in their native languages asking them to attend a meeting for the selection process of ELL placement as part of our parent outreach plan. This meeting is scheduled to take place within the third week of school. During this meeting, a workshop is conducted for parents using an online video, letters, bilingual interpreters, and handouts explaining the various program options available to them and to their children - Transitional Bilingual, Dual Language, and Freestanding ESL. The school makes every effort to have as many translations as possible available at the workshop. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends the information home in English as well as their native language for them to peruse and select. Follow-up letters are sent home to parents who do not return surveys. The two ESL teachers hand-deliver all letters to the students' classroom teachers for distribution. The ESL teachers document each returned form of all eligible students; the original forms are

attached to the students' home language surveys and placed in the students' cumulative files, while copies of the forms are kept on file in the main office. The parent coordinator also makes follow-up telephone calls to parents to ensure 100% responses.

For children who do not register within the initial LAB-R testing period, identification and testing occurs immediately as described above. Letters are sent home to the children's parents in their native language on the same day the test is administered informing them of their child's performance on the LAB-R assessment and, if the child is eligible for ESL services, the parent options available. More detailed information is attached to the letter in the parents' native languages as available. In addition, the letter communicates that the school outreach plan allows parents the option to set up a meeting with the ESL teachers. Contact information is included accordingly.

In addition, as part of our school's family outreach, communication is constant throughout the year through parent workshops about ELLs' success in different content areas, through school news letters, parent-teacher conferences, and through letters sent home in both English and home languages to keep parents abreast of school-related activities and testing. Our school also reaches out to the parents by including Adult/ESL classes for families of our students. These classes give parents the opportunity to learn English, form bonds with one another, as well as connect more closely with the school community.

Furthermore, a bi-monthly newsletter is sent home to inform the community of school happenings. Teachers also send home monthly letters to parents informing them of what is going on within their child's class. These letters give parents a chance to follow their child's academic instruction, as well as be informed of upcoming grade and school wide events.

3. At the initial parent meeting for program choice parents are asked to select the option most appropriate for their lifestyle. If a parent is unable to attend the meeting letters are sent home as a follow-up. The letters sent home are hand-delivered by the ESL teachers to the student's classroom teacher for distribution. A list is kept of all the ESL students and as letters of selection are returned the student is checked off and the selection is written next to their name. As newly admitted students register, the assigned personnel will discuss parent options and selections with the parent. If applicable the parents might view the online video, if they do not want to select at that time, letters of selection are sent home in English and in the student's native language (when available). If requested, a meeting between the family and ESL teacher is set up for further assistance and clarity.

If after the two requests for the selection forms are not answered and forms are not returned, the parent coordinator or an ESL teacher (with the help of a translator when available) will attempt to call the home to further assist the family. After all attempts are made the parent selection will default to a Transitional Bilingual Education choice and the appropriate measures will be followed at that time.

4. Upon completion of the LAB-R and as per parent selections have been made, students are placed in an ESL push-in/pull-out program. The freestanding ESL program at our school is delivered through a daily push-in/pull-out servicing groups by two highly qualified licensed ESL teachers entirely in English. Our program fully complies with Part 154 of the Commissioner's Regulation. P.S.212's English immersion program aims for students to become proficient in all written and oral academic development. The students are taught in heterogeneous groups (i.e., mixed proficiency levels) by grade and class. Native language support is provided as per individual students' IEPs as necessary through the use of bilingual paraprofessionals. In addition, students may be provided with translations of state tests in content areas, with the exceptions of the ELA and NYSESLAT. In the event a translation is not available, students may be provided with a glossary. During ESL instruction, students may be given the opportunity to explore books in their native languages in order to support literacy development; in addition, P.S.212's library also has a foreign language section that contains children's books in various languages, which are available for student perusal. Because we follow a Freestanding ESL model, Native Language Arts instruction is not offered in our school. Communication with parents is done through the use of bilingual letters and phone calls with the assistance of interpretation services (either in house or through the NYC department of education interpretation service). The Parent Coordinator also reaches out to the community through letters and parent workshops.

In our Freestanding ESL program, ESL instruction is delivered through strategies in English only. However, whenever possible, letters are sent home to parents in their native languages in order to ensure a strong home-school connection. Interpreters are brought in during parent teacher conferences, both afternoon and evening sessions to help parents and teachers communicate and connect. Students are also given a paraprofessional in their native language if the school based support team deems it necessary and conducive educationally.

5. The trend in parent selection forms continues to be incorporating English-rich reading content with Freestanding ESL services within the school day. In the 2008-2009 school year, 72 out of 82 parent survey and program selection forms returned by parents of ELLs indicated Freestanding ESL as the first choice for their children. In the 2009-2010 school year 62 out of 88 parent survey selection forms returned by parents of ELL's indicated Freestanding ESL as their first choice for their child. This is the choice of 75% of our parents for the ELL population. The ESL program implemented at this school reflects parent choice, which is indicated on the Parent Survey Selection Forms. For the 2011-2012 school year approximately 95% of our ESL student population have parents surveys selecting Freestanding ESL as their first choice. This has been the largest percentage of parents choosing ESL as their first choice. As is the past, many parents feel they would like their child in an English rich environment during the school day while providing native language instruction in outside after school and weekend programs. The parent trend in Freestanding English Instruction has been increasing in percentage. In the past the trend was always in favor of parents choosing ESL as their first choice. This school year the trend has increased higher to reflect ESL as parents first choice of instruction. The school monitors trends in parent choice in numerous ways. Our Parent Coordinator reaches out throughout the year to parents providing information regarding school programs and options available, the Principal; Ms. Marsella has 'chit-chats' throughout the year with parents and keeps them abreast of school-wide choices, programs and

options available in the New York City Board of Education school system, the ESL teachers have parent workshops throughout the school year in order to keep communication open as well as to discuss various NYC school-wide choices. At all of these forums, parents are asked to bring questions and ideas to the table to help us better assist them. The school staff will then be kept advised of what parents are interested in and their concerns in order to help monitor parent choices. The school also studies the parent survey forms from the city which are filled out on a yearly basis to monitor parents input and replies to questions. These city-wide surveys are shared with staff members during staff conferences to keep us up to date with parent trends. For parents who choose an alternate program not available at P.S.212, they are given the option to transfer to a school that currently offers the chosen program. If the parent chooses to stay at P.S.212 their parent option is kept on file so that if the option becomes available at P.S.212 their child will then be placed in it here at P.S.212. These parent options are kept in the main office and are attached to the home language survey in the students cumulative record card.

6 The ESL program at P.S. 212 is aligned with the parent selection form responses. Most parents have opted to have their children learn English during the school day while re-inforcing their native language at home or during outside after school programs. The ESL (pull-out) program offered at P.S.212 is aligned with parent selection choices. If the free-standing ESL program at P.S.212 is not an option in which parents are interested, they are given the opportunity to transfer their child(ren) to the setting they feel best meets their needs.

Part III: ELL Demographics

A. ELL Programs

| | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--|--|
| This school serves the following grades (includes ELLs and EPs) 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 |

This school offers (check all that apply):

| | | | |
|--|---|-----------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | 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 | | | | | | | | | | | | | To | |
|-----------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | t # |
| | | | | | | | | | | | | | | |

| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Push-In | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|------------|---|------------|---|
| All ELLs | 125 | Newcomers (ELLs receiving service 0-3 years) | 112 | Special Education 25 |
| SIFE | | ELLs receiving service 4-6 years | 13 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 112 | 0 | 19 | 13 | 0 | 6 | 0 | 0 | 0 | 125 |
| Total | 112 | 0 | 19 | 13 | 0 | 6 | 0 | 0 | 0 | 125 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| 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 | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| 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 | 6 | 15 | 14 | 4 | 4 | 2 | | | | | | | | 45 |
| Chinese | 10 | 18 | 6 | 5 | 4 | 4 | | | | | | | | 47 |
| Russian | 3 | 1 | 0 | 0 | 1 | 0 | | | | | | | | 5 |
| Bengali | 1 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| Urdu | 2 | 3 | 3 | 0 | 1 | 1 | | | | | | | | 10 |
| Arabic | 1 | 2 | 2 | 1 | 1 | 1 | | | | | | | | 8 |
| Haitian | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | | | 1 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 1 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| Other | 3 | 2 | 0 | 1 | 0 | 1 | 0 | | | | | | | 7 |
| TOTAL | 27 | 41 | 26 | 11 | 11 | 9 | 0 | 125 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1–7 here

1a & b. P.S.212 implements a push-in/pull-out ESL program. Students are grouped together by grade in heterogeneous groups. Students on beginning and intermediate levels receive 360 minutes of instruction per week. Advance level students receive 180 minutes of ESL instruction per week. The program delivers instruction in grades Kindergarten through Grade 5. Based upon assessments, test scores and teacher articulation, the ESL program is structured to meet each students needs. In addition, during regular pull-out ESL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas' of reading and literacy: this change was due to the ELL students' performance on the ELA state test and the NYSESLAT in the 2010–2011 school year, which indicated that reading is a particular area of weakness for our ELLs. Our goal for all ELLs is increased proficiency in all the academic areas of the curriculum, as well as in spoken language. The ESL teachers are supportive to all the ELL students and help nurture them into their 'new' homeland. When appropriate a bilingual paraprofessional is assigned to assist student(s) and help ensure (students native language) comprehension.

2a. To ensure the mandated number of instructional minutes is provided according to students levels: Beginning and intermediate level students receive ESL instruction for 360 minutes per week while advanced level students receive ESL instruction 180 minutes per week. The instruction of ESL is through pull-out model programs.

A. Programming and Scheduling Information

In order to support proficient level students' academic intervention services are provided in areas identified as 'weaknesses' for the students. These support services may include, reading, math, speech and language, voyager and /or Wilson/fundations instruction. The school programming aligns with the inclusion of all support and ESL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction. Beginning and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes of ESL instruction per week by the ESL teachers using the Rigby program (On Our Way to English).

3. P.S.212 has a free-standing ESL program. Instruction is in English only. We do not have any Bilingual/dual language or Transitional Bilingual programs at this time. Content area instruction is taught by the ESL students' classroom teacher(s) in English. ESL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ESL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops, as well as a program called Reading Street, which includes ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language. In addition, teachers adapt literature activities through the use of small group and individualized instruction, previewing text, mapping concepts using webs, and interactions with the promethean board which is in every classroom in the school as well as modifying daily and weekly writing pieces.

Our school has implemented the "Rigby: On Our Way to English" curriculum for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The ESL teachers communicate with the ELL students' classroom teachers through articulation reports and informal meetings to target individual students' needs and help drive effective instruction.

In addition, the two ESL teachers utilize some sheltered instruction methods to support content area instruction, including a set classroom routine, the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge.

Furthermore, ESL instruction is implemented through Rigby's Guided Reading, its phonics and word studies components, and writing instruction. The series focuses upon foreign students acclimating into their new

A. Programming and Scheduling Information

environment. The students learn in a non-judgmental arena with aspects of the real world experience that new immigrants frequently encounter. The lessons are presented in a way that addresses all levels of

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) | Dual Language | Freestanding ESL |
|--|--|---------------------|------------------|
| 100% vocabulary, and technology. | | | |
| 75% | | | |
| 50% 4. For ELL's who are stronger in their native language, state tests and assessments are ordered and given when available to them in their native language | | | |
| 25% | | | |
| 100% and with parental input/guidance. These tests are evaluated and graded by district level bilingual interpreters. | | | |
| 75% | | | |
| 50% 5a. SIFFS: Presently, we do not have any admittance of a SIFE who is an ELL, the st | | | |
| 25% | | | |
| 100% English language skills. Our goal is for these students to obtain basic communication and social skills in addition to academic content. Because SIFEs often lack grade level proficiency in content areas, we would work closely with the child's classroom teacher to give strong language support specifically in content areas in order to close the gaps in their academic achievement. The | | | |
| 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.

5b. NEWCOMERS. Newcomers to our program are given extra help in vocabulary and speaking. The Rigby curriculum includes beginner level books for Newcomers, which aid them in word recognition. The Newcomer materials also include other components centered on themes of immigration experiences and native cultures. In

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8.

P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS/ESL teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students including ELL's are receiving instruction in math and reading without interruption. Scheduling has further been implimented to

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here

8.

P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS/ESL teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students including ELL's are receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when feasible. By implementing this type of pull-out program we are hoping to have students remain with their classroom teacher as much as possible without disruption throughout the day. This will help to ensure ELL students are receiving instruction in all the content areas. Besides the blocked reading and math instructional periods, ESL/AIS teachers re-enforce content based skills during small group instruction. These ELL students are targeted for these intervention programs either through teacher/parent recommendation as well as through city and state wide tests and assessment results. These intervention services are given in English with the aid of computer bilingual translations if necessary and or bilingual dictionaries, glossaries as well as bilingual reading books. P.S. 212 offers many intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Wilson and Foundations reading programs, Orton Gillingham reading approach, Voyager reading program, Reading Street program, lower and upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ELL student. P.S.212 staff members are open to all new ideas and media available to aid in ELL's achievement and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ELL's become proficient in English. ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher once a week in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra help in literacy, phonics, math, and state test preparation. In addition, our school has implemented an Extended Day after school program to focus on these skills, classes geared specifically towards ELLs, using Title III funds. The academic intervention services include but are not limited to Wilson and Foundations reading programs,

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here

8.

P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS/ESL teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students including ELL's are receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when feasible. By implementing this type of pull-out program we are hoping to have students remain with their classroom teacher as much as possible without disruption throughout the day. This will help to ensure ELL students are receiving instruction in all the content areas. Besides the blocked reading and math instructional periods, ESL/AIS teachers re-enforce content based skills during small group instruction. These ELL students are targeted for these intervention programs either through teacher/parent recommendation as well as through city and state wide tests and assessment results. These intervention services are given in English with the aid of computer bilingual translations if necessary and or bilingual dictionaries, glossaries as well as bilingual reading books. P.S. 212 offers many intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Wilson and Foundations reading programs, Orton Gillingham reading approach, Voyager reading program, Reading Street program, lower and upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ELL student. P.S.212 staff members are open to all new ideas and media available to aid in ELL's achievement and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ELL's become proficient in English. ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher once a week in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra help in literacy, phonics, math, and state test preparation. In addition, our school has implemented an Extended Day after school program to focus on these skills, classes geared specifically towards ELLs, using Title III funds. The academic intervention services include but are not limited to Wilson and Foundations reading programs, Voyager reading program, Orton Gillingham reading intervention, small group reading AIS instruction, math in

A. Programming and Scheduling Information

When planning to assess the best practices assessment for your ELL population:

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

This area does not apply to P.S.212. We do not have a dual language program.

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.

Paste response to questions 1–3 here

1. . ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

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.

Paste response to questions 1–3 here

1. . ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place during students' non-attendance days. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ELL students. ELL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL learner.

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.

Paste response to questions 1–3 here

1. . ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place during students' non-attendance days. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ELL students. ELL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL learner.

2. As ELLs transition from one school level to another, ELL students are given a more intensive reading program

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?

Paste response to questions 1–4 here

1.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:15–9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

2. At P.S.212 we offer the ELL parents Adult ESL classes in our school on Wednesday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA board is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents.

3. At P.S.212 we have a parent liaison. Parent liaison works with some of the staff and coordinates with the school

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?

Paste response to questions 1–4 here

1.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:15–9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

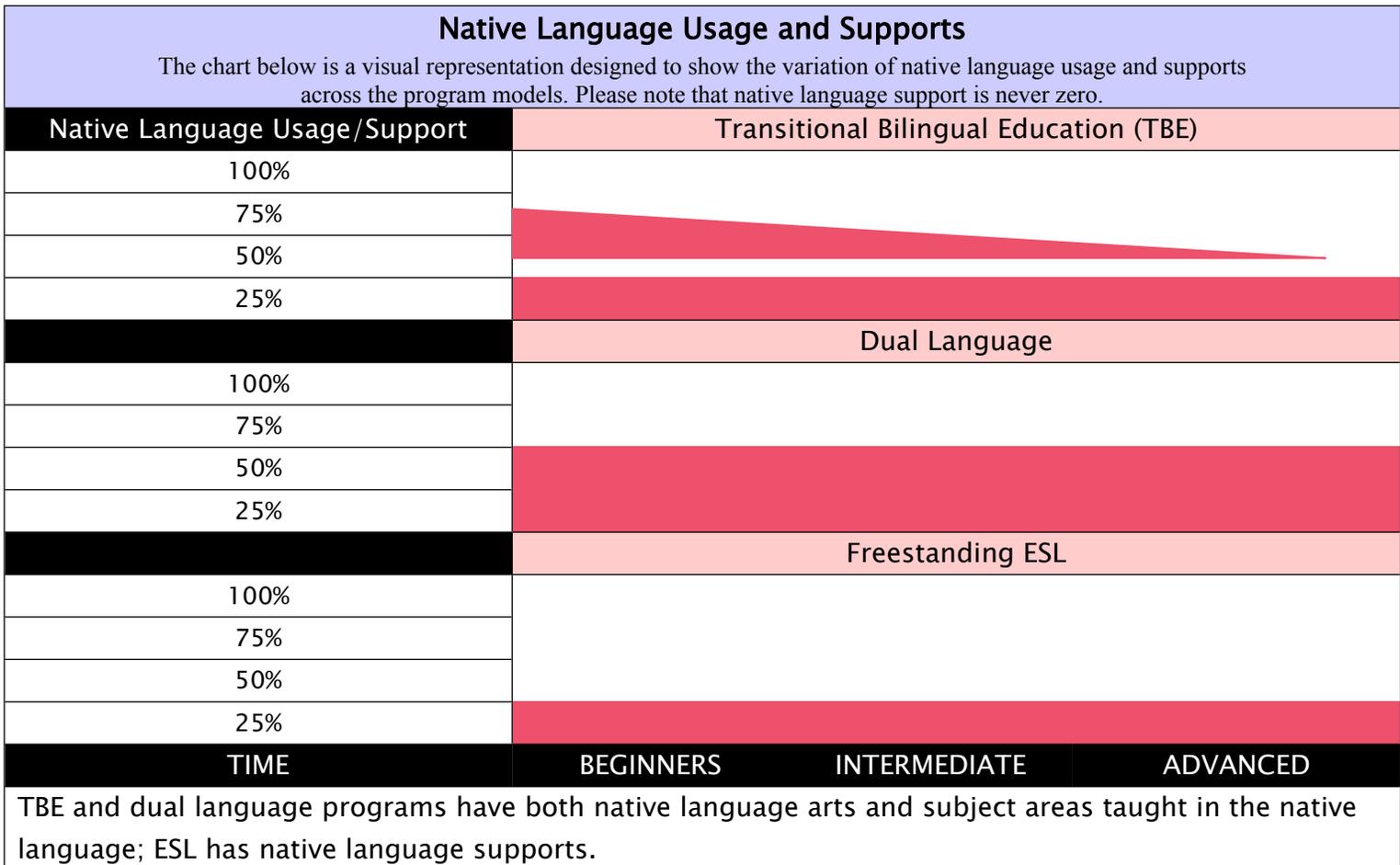
2. At P.S.212 we offer the ELL parents Adult ESL classes in our school on Wednesday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA board is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents.

3. At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs

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

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



B. Programming and Scheduling Information--Continued

- 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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here

8.

P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS/ESL teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students including ELL's are receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when feasible. By implementing this type of pull-out program we are hoping to have students remain with their classroom teacher as much as possible without disruption throughout the day. This will help to ensure ELL students are receiving instruction in all the content areas. Besides the blocked reading and math instructional periods, ESL/AIS teachers re-enforce content based skills during small group instruction. These ELL students are targeted for these intervention programs either through teacher/parent recommendation as well as through city and state wide tests and assessment results. These intervention services are given in English with the aid of computer bilingual translations if necessary and or bilingual dictionaries, glossaries as well as bilingual reading books. P.S. 212 offers many intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Wilson and Foundations reading programs, Orton Gillingham reading approach, Voyager reading program, Reading Street program, lower and upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ELL student. P.S.212 staff members are open to all new ideas and media available to aid in ELL's achievement and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ELL's become proficient in English. ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher once a week in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra help in literacy, phonics, math, and state test preparation. In addition, our school has implemented an Extended Day after school program to focus on these skills, classes geared specifically towards ELLs, using Title III funds. The academic intervention services include but are not limited to Wilson and Foundations reading programs,

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here

8.

P.S. 212 has several blocked periods for reading and math instruction. During these periods there are no pull-outs or preps. Students remain in their classroom or go with an AIS/ESL teacher for smaller group instruction in the content areas of reading and math. These blocked periods were created to ensure all students including ELL's are receiving instruction in math and reading without interruption. Scheduling has further been implemented to ensure students success by having pull-outs on classroom teachers preparation periods when feasible. By implementing this type of pull-out program we are hoping to have students remain with their classroom teacher as much as possible without disruption throughout the day. This will help to ensure ELL students are receiving instruction in all the content areas. Besides the blocked reading and math instructional periods, ESL/AIS teachers re-enforce content based skills during small group instruction. These ELL students are targeted for these intervention programs either through teacher/parent recommendation as well as through city and state wide tests and assessment results. These intervention services are given in English with the aid of computer bilingual translations if necessary and or bilingual dictionaries, glossaries as well as bilingual reading books. P.S. 212 offers many intervention services. All services are provided in English. Some of the services provided for targeted students are small group reading, Wilson and Foundations reading programs, Orton Gillingham reading approach, Voyager reading program, Reading Street program, lower and upper grade small group math and reading instruction, speech and language, as well as reading materials for all levels of students in many native languages. The use of bilingual glossaries, dictionaries as well as technological bilingual services (i.e. computers/listening centers) aides in learning and communication/comprehension for the ELL student. P.S.212 staff members are open to all new ideas and media available to aid in ELL's achievement and success. Staff development is ongoing and keeps staff and teachers abreast of all new concepts available to help ELL's become proficient in English. ELLs who have been identified as struggling in ELA and math (through test scores and teacher recommendations) receive Academic Intervention Services four to five times a week for one period each day. These services are provided in a small group pull-out and/or push-in setting by an AIS teacher. The AIS teacher articulates with the students' classroom teacher once a week in order to ensure alignment of instruction and a focus on the targeted students' particular needs, as well as to monitor student progress. During this AIS period, students receive extra help in literacy, phonics, math, and state test preparation. In addition, our school has implemented an Extended Day after school program to focus on these skills, classes geared specifically towards ELLs, using Title III funds. The academic intervention services include but are not limited to Wilson and Foundations reading programs, Voyager reading program, Orton Gillingham reading intervention, small group reading AIS instruction, math in

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

This area does not apply to P.S.212. We do not have a dual language program.

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.

Paste response to questions 1–3 here

1. . ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

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.

Paste response to questions 1–3 here

1. . ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place during students' non-attendance days. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ELL students. ELL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL learner.

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.

Paste response to questions 1–3 here

1. . ELL personnel in our school attend professional development workshops provided by our network throughout the year to ensure continued professional growth; in addition, they receive support for administrative work and compliance issues through workshops by Jose de la Cruz, the ELL compliance director for District 21. These workshops include, but are not limited to, technical support for ESL administrative work, accessing and using data to plan instruction, ELL compliance, and assessment scoring. The classroom strategies and methodologies can then be implemented in daily instruction for the ELL population by the ESL teachers; in addition, the two ESL teachers can then turn-key this training to the rest of our school staff. Further professional development is achieved through on-line training and webcasts provided by the board of education as well as outside agencies.

Professional Development is provided for staff members for implementing ESL strategies and techniques for ELLs in the mainstream classroom. As per mandates, general education teachers receive 7.5 hours of professional development while special education teachers receive 10 hours. This staff development is provided by our ESL teachers as needed on an ongoing basis. Professional development focuses on instruction and discussion about understanding the development of ELLs and how best to support them in the mainstream classroom through the use of ESL strategies. Topics discussed include understanding the development of ELLs (BICS versus CALP, timelines for language acquisition, etc.) and how best to support them in the mainstream classroom through the use of ESL strategies such as a balanced literacy approach, differentiation of instruction, scaffolding, hands-on instruction, gesturing, visual aids, a buddy system, and heterogeneous grouping.

New teachers are given the mandated training in-house by one of the New York State licensed ELL teachers on staff. This is done either after school, on preparation periods and/or during periods of modeling/observation of the ELL teachers. New teacher requirement paperwork is kept in house in the main office. Paperwork shows each date and the amount of time a new teacher spent attending the offered in-house training. Paperwork is signed by the new teacher, the ELL teacher, and the school principal in order to maintain accurate records. New teachers are given an ELL training certificate to show completion of the state mandated requirements. In addition to the required new teacher training periods, staff development is implemented on an ongoing basis throughout the school year through in-house PDs, articulation, turn-key training, and modeling of lessons.

Outside of the required new teacher training periods, staff development for personnel who work with ELL students is done on an individual basis through articulation as well as push-in model teaching and required ELL instructional training for new teachers. In house professional development for regular and special education teachers, paraprofessionals, and speech therapists also takes place during students' non-attendance days. The ELL teachers provide model lessons for the staff as well as disseminate information for aiding instruction to ELL students. ELL teachers turn-key train the staff from various workshops they have attended. Articulation throughout the school year helps to benefit mainstream teachers with hints and practices to use within their classroom to include and challenge the ELL learner.

2. As ELLs transition from one school level to another, ELL students are given a more intensive reading program

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?

Paste response to questions 1–4 here

1.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpretors, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:15–9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

2. At P.S.212 we offer the ELL parents Adult ESL classes in our school on Wednesday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA board is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents.

3. At P.S.212 we have a parent liaison. Parents meet with one of the staff who coordinates with the school

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?

Paste response to questions 1–4 here

1.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpretors, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:15–9:15 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

2. At P.S.212 we offer the ELL parents Adult ESL classes in our school on Wednesday mornings. This class benefits the parents in learning English as well as connecting them to the school. We would like our parents to become more literate in English so they will be able to help their children at home. During these parent ESL classes, the PTA board is frequently present with bilingual interpreters in order to provide the parents with the opportunity to become more involved in school-wide activities. Staff members are also present to keep ELL parents abreast of services available to them and their children.

In addition, the principal welcomes parents and shares in a 'chit-chat' once a month so that parents can have a comfortable forum in which to raise questions and concerns they may have. These informal chats take place with the aid of bilingual translators to ensure that every parent is given the opportunity to speak and be heard. The parent coordinator provides outreach to the community to involve as many parents as possible. The school leadership team also discusses the needs of the school community, including our ELL population. In addition, parents also respond to the Learning Environment Survey, which is then examined by the administration to determine the needs and concerns of our ESL parents. Furthermore, Ilia Liff, our parent coordinator, facilitates our school's interaction with parents through outreach. There is ongoing communication, and she is present at all PTA meetings, community education council meetings, the principal's chit-chat, etc. She encourages parents to become involved in school events. She also distributes a bi-monthly school newsletter and communicates with parents via the internet. She utilizes the school messenger telephone system to relay all important news events to the parents.

3. At P.S.212 we have an open door policy. Parents can meet with any of the staff members to discuss the needs

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) | 14 | 8 | 1 | 1 | 0 | 2 | | | | | | | | 26 |
| Intermediate(I) | 13 | 7 | 3 | 0 | 2 | 3 | | | | | | | | 28 |
| Advanced (A) | 7 | 11 | 7 | 10 | 5 | 9 | | | | | | | | 49 |
| Total | 34 | 26 | 11 | 11 | 7 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 2 | 10 | 2 | 0 | 14 |
| 4 | 1 | 7 | 4 | 0 | 12 |
| 5 | 3 | 11 | 5 | 0 | 19 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 1 | | 6 | 1 | 7 | | 2 | | 17 |
| 4 | 1 | | 4 | | 6 | | 3 | 1 | 15 |
| 5 | 2 | 1 | 7 | 1 | 7 | | 5 | 1 | 23 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | | 2 | | 7 | | 6 | | 15 |
| 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 | 0 | 0 | | |
| Integrated Algebra | 0 | 0 | | |
| Geometry | 0 | 0 | | |
| Algebra 2/Trigonometry | 0 | 0 | | |
| Math | 0 | 0 | | |
| Biology | 0 | 0 | | |
| Chemistry | 0 | 0 | | |
| Earth Science | 0 | 0 | | |
| Living Environment | 0 | 0 | | |
| Physics | 0 | 0 | | |
| Global History and Geography | 0 | 0 | | |
| US History and Government | 0 | 0 | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Foreign Language | 0 | 0 | | |
| Other | 0 | 0 | | |
| Other | 0 | 0 | | |
| NYSAA ELA | 0 | 0 | | |
| NYSAA Mathematics | 0 | 0 | | |
| NYSAA Social Studies | 0 | 0 | | |
| NYSAA Science | 0 | 0 | | |

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

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

Paste response to questions 1–6 here

1. Our school utilizes ECLAS–2 in order to assess the early literacy skills of our ELL's. The ECLAS–2 assesses students in the areas of phoniemic awareness, phonics, reading and oral expression, and listening and writing. Analysis of ECLAS–2 data has shown that many of our ESL students in kindergarten are more proficient in the phonemic awareness and the Listening and Writing strand than the Reading and Oral Expression strand and the Phonics strand. NYSESLAT analysis indicates ESL students in grade K are more proficient in listening and speaking than reading and writing. In grade 1 students are more proficient in the listening and speaking components than the reading/writing components. ESL students in grade 2 are more proficient in the areas of listening and

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: <u>The Lady Deborah Moody</u> | | | School DBN: |
|---|----------------------|-----------|--------------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Josephine Marsella | Principal | | 11/1/11 |
| Deborah Delluomo | Assistant Principal | | 11/1/11 |
| | Parent Coordinator | | |
| Bonnie Merone | ESL Teacher | | 11/1/11 |
| | Parent | | |
| Lawrence Fleck | Teacher/Subject Area | | 11/1/11 |
| Maria Hatimy | Teacher/Subject Area | | 11/1/11 |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K212** School Name: **Lady Deborah Moody**

Cluster: **6** Network: **605**

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.

When possible and necessary, oral native language support is utilized either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. As part of our schools family outreach, letters are sent home to parents in English as well as the parent's native language (at the same time) to keep them abreast of school-wide activities, meetings, workshops as well as open school day, evening and week. Interpreters (requested by the school from the translation and interpretation unit) are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. Report cards are sent home to parents in their native language to ensure a strong school-parent connection. The information is presented to parents in their native language to ensure they understand and are able to play an active role in their child's education.

The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong. She makes every effort to have all information available to parents in their native language. The parent coordinator also helps to provide native language literature available to ELL parents during AIS/ESL parent workshops.

PTA meetings are held throughout the year and with the assistance of parent-interpreters. ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ELL parents, a teacher on staff is meeting with parents on Wednesday mornings from 8:00-9:00 am for English language instruction for our ELL adult parents. At P.S.212 we are trying to make every effort to involve our ELL parents and help them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ELL parents abreast of services available to them and their children.

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.

P.S.212 determines which languages are most predominant in the school with the use of language breakdown forms, as well as the results of the native language survey. By evaluating the predominant native languages within the school we are able to determine which language interpretation services will be necessary to be requested for open school day and evening. P.S.212 has been using the soft-ware available for translation of all school wide documents and letters. Through the use of this soft-ware all letters are sent home to parents in their native language (when available)at the same time the English language letters are sent home. All native language letters are automatically issued to appropriate families. The school also asks at the beginning of every school year (through the use of a school-wide parent native language survey) in which language parents would prefer to receive school wide communication. The results of this data will determine which letters will be generated for the rest of the school year in the language parents have requested (when available). Through the results of the data we determine the interpretation services necessary to facilitate open school day and evening as well as any other times we feel interpretation services are needed. When necessary school staff will use the NYC Department of Education over the phone translation services to assist in parent communication. This service is used by teachers, the nurse, the office staff, as well as other members of the staff. These services help to ensure that parents are aware and understand all oral communication from the school. A bi-monthly newsletter is also generated by the parent coordinator to keep parents informed of school community happenings.

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.

At the beginning of each school year parents are issued a school-wide native language parent survey which consists of requested translations and communication needs. Parents are asked to select the language they are most comfortable in which they can receive school communication. Staff reviews the results of this survey and inputs the information into a computer. The computer will then generate documents to parents in their preferred native language (when applicable). The documents will include school wide letters of activities and events as well as report cards and progress reports. These translated documents are sent home on the same day as the English language documents. Should parents need additional native language assistance, staff will use in-house interpreters when available. If an interpreter is not available in-house the use of NYC Department of Education over the phone translation services is used. Interpreters are pre-requested to be on site for open school day and evenings. The parent communication/language survey helps to determine what needs our parents will have for open school (or other school wide events/activities). By knowing the languages most predominant in our school we try to anticipate parents needs and pre-

request assistance from the native language translation and interpretation unit provided by the Department of Education.

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.

Whenever possible and available, oral interpretation services are provided in-house by school staff and/or parent volunteers. If unavailable staff member(s) will use the over-the-phone translation services provided by the unit of Translation and Interpretation of the NYC Department of Education. P.S.212 strives to make sure the lines of communication to all parents are open and parents are kept abreast of any concerns.

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>.

The school will provide the primary parent native language needs survey within the first few days of school. Parents' native language needs will be input into the computer and ATS to facilitate future translated letters and documents to parents. This native language needs information will be shared and available to other staff members so that parent communication (either oral or written) will be kept consistent in parents native language. Interpreters on-staff (in-house) and parent volunteers will be used as the primary oral communication when applicable and available. The secondary use of oral communication will be through the use of the Department of Education over-the-phone or in-person interpreters when necessary and applicable. These native language out-reaches' will be provided with all oral communication from the school to the parent whenever available. At no time will a child (minor) be used to translate to a parent or adult. The staff is well aware that this is not proper protocol. P.S.212 will request from the NYC Department of Education translation and interpretation unit necessary translators for parent teacher conferences.

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: The Lady Deborah Moody P.S.212 | DBN: 21K212 |
| Cluster Leader: Jose Ruiz | Network Leader: Wendy Karp |
| This school is (check one): | <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

#Before school After school x Saturday academy Other: #

Total # of ELLs to be served: 125

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

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

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 2

of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S.212 implements a pull-out/push-in ESL program. Students are grouped together by grade in heterogeneous groups. Students on beginning and intermediate levels receive 360 minutes of instruction per week. Advance level students receive 180 minutes of ESL instruction per week. The program delivers instruction in grades Kindergarten through Grade 5. Based upon assessments, test scores and teacher articulation, the ESL program is structured to meet each student's needs. In addition, during regular pull-out ESL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas of reading and literacy. Our goal for all ELLs is increased proficiency in all the academic areas

of the curriculum, as well as, in spoken language. The ESL teachers are supportive to all the ELL students and help nurture them into their 'new' homeland. To ensure the mandated number of instructional minutes is provided according to students levels: Beginning and intermediate level students receive ESL instruction for 360 minutes per week while advanced level students receive ESL instruction 180 minutes per week. The instruction of ESL is through pull-out and push-in model programs. Periods are 50 minutes Monday through Thursday and 45 minutes on Friday.

In order to support proficient level students, academic intervention services are provided in areas identified as 'weaknesses' for the students. These support services may include, reading, math, speech and language, voyager and /or Wilson/fundations instruction. The school programming aligns with the inclusion of all support and ESL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction. Beginning and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes of ESL instruction per week by the ESL teachers using the Rigby program (On Our Way to English). P.S.212 has a free-standing ESL program. Instruction is in English only. We do not have any Bilingual/dual language or Transitional Bilingual programs at this time. Content area instruction is taught by the ESL students' classroom teacher(s) in English. ESL students are supported with instruction through the use of computers, bilingual books, dictionaries and testing materials, hands-on learning, modeling, as well as, peer buddies. These methods help to aide with learning while keeping the students on par with their peers. Teachers are also given ESL strategies which they are able to utilize in their classroom. All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops, as well as a program called Reading Street, which includes ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language. In addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces. Our school has implemented the "Rigby: On Our Way to English" curriculum for our ESL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The ESL teachers communicate with the ELL students' classroom teachers through articulation reports and informal meetings to target individual students' needs and help drive effective instruction.

In addition, the two certified ESL teachers utilize some sheltered instruction methods to

support content area instruction, including a set classroom routine, the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge.

Furthermore, ESL instruction is implemented through Rigby's Guided Reading, its phonics and word studies components, and writing instruction. The series focuses upon foreign students acclimating into their new environment. The students learn in a non-judgmental arena with aspects of the real world experience that new immigrants frequently encounter. The lessons are age and grade appropriate and encompass all levels of proficiency. The ESL teachers also have use of and access to the school literacy room, which enhances reading experiences for the ELL student. Students are always encouraged to fully participate and be engaged in all academic instruction. Both ESL classrooms have computers with access to the Internet to reinforce lessons, vocabulary, and technology. Newcomers to our program are given extra help in vocabulary and speaking. The Rigby curriculum includes beginner level books for Newcomers, which aid them in word recognition. The Newcomer materials also include other components centered on themes of immigration experiences and native cultures. In addition, Read Alouds are provided to familiarize students with the sounds and rhythm of the English language as well as to expose all students to higher-level reading that they may not be able to access independently.

For additional support, if the student feels he or she is more competent in the home language, we provide assessments in that language as available for all content areas except ELA. In addition, we strive to familiarize the newcomers with ELA type learning strategies until the child reaches proficiency for his/her grade level.

ELLs who have been identified in the four to six year range receive more intensive reading and writing instruction, as determined by the NYSESLAT language modality breakdown. This instruction is provided through the reading and writing components of the Rigby curriculum, the use of the P.S. 212 literacy room, and the help of the Academic Intervention reading teachers.

For Long-Term ELLs who have been in NYC schools for six years or more, we use formal and informal assessment ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. We use many manipulatives to help address hands-on learning. The ESL teachers, along with every service provider in the school, have received a copy of the IEP for every

student they service who has been identified as having special needs. Each service provider is required to familiarize himself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ESL teachers maintain consistent communication with the teachers of ELLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ESL teacher is also licensed in Special Education. This additional training helps to supplement the needs of Special Education ESL students.

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: Teachers receive ongoing staff development through the use of on site and off site workshops, NYC Board of Education staff training days, teacher to teacher observation, online professional development, as well as district-wide training sessions. The ESL teachers on staff allow teachers to come during their preparation periods to observe ESL lessons. The ESL teachers will also provide demonstration lessons to some teachers within their classroom. Classroom teachers keep a log of hours received in training for ESL. Classroom teachers are responsible for keeping track of their logs, hours, and staff development they have received. Other staff members of P.S.212 also facilitate staff development and training. The computer teacher, the data specialist, the principal and assistant principal all provide numerous workshops throughout the year to provide ongoing and continuous staff development. These workshops help to keep teachers abreast of the latest and most up to date educational opportunities. The teachers of P.S.212 continue to be aligned with state standards and requirements through the use of these professional development programs. The goal at P.S.212 is to continue to keep teachers at the highest level of professionalism and educational standards for teaching. Bi-monthly meetings are done with all teachers by grade vertically and horizontally to make sure teachers are moving at a proper pace and in the proper direction so that students will be prepared for their future educational expectations. Through the use of data teachers plan upcoming educational lessons and future planning for ELL students as well as other students. AIS and ESL teachers have monthly meeting with one another to help plan and guide instruction. AIS and ESL teachers articulate monthly with classroom teachers to plan instruction and align education for ELL students.

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: All AIS teachers provide workshops throughout the school year to target ELL parents. These workshops are done on a monthly basis and involve parents coming up to the school to facilitate a connection to P.S. 212 and its various staff members. Workshops include discussions about the various programs available within the school, as well as, community programs available to them. Websites and informational packets are handed out and with the help of our parent coordinator we often have packets and informative literature for parents available in their native language. These workshops also give parents an opportunity to speak directly and informally with teachers, as well as with one another. P.S.212 also offers a principal 'chit-chat' session. These sessions are geared towards keeping an open, informal line of communication between the school and parents. Happily many ELL parents enjoy these sessions and make a stronger connection to the school family. Additionally, ELL parents are offered ESL classes specially created for them. These classes are taught in house by one of our teachers on staff. These classes offer parents an opportunity to learn English in a non-stressed, risk free environment. These classes once again foster a close bond to the school and our community. By assisting parents with language acquisition we are hopeful they can better assist their children with their educational opportunities. Finally, our parent coordinator contributes to the activities geared towards our ELL parent population with her own workshops and in house activities. She is a liaison to the parents to make sure the connection to our school family becomes stronger.

| | | |
|--|------------------------|--|
| Part E: Budget | | |
| FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan. | | |
| Allocation Amount: \$ | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) • Per session | | |

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