



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/IS 238 THE ANNE SULLIVAN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K238

PRINCIPAL: HARLA MUSOFF-WEISS **EMAIL:** HMUSOF@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DI MOLA

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
Harla Musoff-Weiss	*Principal or Designee	
Rosemarie Fisichelli	*UFT Chapter Leader or Designee	
Mary Sener	*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	
Brooke Escowitz	Member/ Teacher	
Robert Dacchille	Member/Teacher	
Francesca Givelekian	Member/Teacher	
Leovigilda Torres	Member/ Parent	
Kateria Simonelli	Member/ Parent	
Maria Rojas	Member/ Parent	
Guadalupo Orea	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

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 there will be an increase of 6 percentage points in the number of students meeting proficiency on the NYS ELA exam who are categorized as English Language Learners.

Comprehensive needs assessment

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

According to our needs assessment based on the results of the 2011 New York State ELA exam, there is a need to increase the number of English Language Learners meeting proficiency. Results indicate that of the 64 ELLs tested, 9 (14.1%) met proficiency, resulting in PS/IS 238 being identified by the State Education Department as an Improvement Year 1 Basic in ELA for our English Language Learners.

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.

Activity #1

- Professional Development: PD will be given on the following topics: improving student outcomes through increased teaching capacities aligned to the six areas specified as a focus by New York City; differentiated teaching practices; aligning rubrics, units and tasks to the Common Core Learning Standards; using Thinking Maps in all content areas as a platform for developing writing and critical thinking skills; introducing, understanding and implementing the Work Sampling System (WSS); effectively using Imagine It in grades 5 & 6, Achieve 3000, ARIS Learn, PD 360 and Curriculum Mapping.
- Target Population (s): Teachers servicing/teaching ELLs and FELLs
- Responsible Staff Members: ESL teachers, Administrators, Data Specialist, Staff Developer, CFN 605, outside resources.
- Implementation Timeline: September 2011-June 2012

Activity #2

- Achieve 3000: Seven customized units of study will be available to support and reinforce content areas, assisting students in attaining proficiency through differentiated targeted instruction; teacher teams will create additional units to enrich content curriculum; analyze data in order to further tailor intervention services for our English Language Learners; identification of questions types to develop greater comprehension and critical thinking skills.
- Target Population (s): ELLs and FELLs
- Responsible Staff Members: Administrators, Teachers of grades 2-8, Data Specialist, Staff Developer
- Implementation Timeline: November 2011-June 2012

Activity #3

- *ESL Support: To impact student achievement, support will include the following: an additional ESL teacher 3 days a week teaching students identified both as ELLs and SWDs ; Imagine It, a reading program, was brought into the 5th & 6th grade; ESL students in grades K, 4, and 5 are receiving ELA instruction by licensed ESL teachers ; all first and second year FELLs continue to receive ESL services delivered by a licensed ESL teacher in 2011-2012 ; additional targeted instruction after school..*
- *Target Population (s): ELLs, FELLs and ELLs also classified as SWDs.*
- *Responsible Staff Members: Teachers of ELLs/FELLs , Administrators*
- *Implementation Timeline: September 2011-June 2012*

Steps for Including teachers in the decision-making process

- *The Administration in collaboration with the Data Specialist reviews the data and shares the findings with the facilitators of the school-wide inquiry teams. In turn the facilitators bring the information back to their grade-level and/or content area teams to develop action plans for the targeted student population. The facilitators of two inquiry teams are ESL teachers.*
- *Based on inquiry, our ESL teachers recommended that our FELLs continue to receive ESL services for 2 additional years beginning in the 2011-2012 year.*
- *Faculty conferences, grade conferences and planning sessions further disseminate information to and gather feedback from staff members.*

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 required annual Title I parent meeting took place before October 31, 2011.

- *In order to support our English Language Learners, we shall provide translators and translate materials when conducting parent workshops in the following areas:*
 - *Parenting skills:*
 - *Promoting Good Nutrition/Health*
 - *Cook Shop for Parents*
 - *Avoiding Abuse in the Home*
 - *Understanding educational accountability*
 - *Attendance and its impact of learning*
 - *Utilizing the ARIS Parent Link*
 - *Accessing Acuity/ Utilizing Reading Instructional Resources*
 - *Building Capacity as a Parent*
 - *Utilizing Achieve3000*
 - *Accessing Thinking Maps® through the Community for Learning*
 - *An introduction to College and Careers to strengthen their understanding of the importance of higher education in their lives and the lives of their children. The parent coordinator will arrange trips to high schools and colleges for the parents.*

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.

100% of the staff is licensed and highly qualified according to the BEDS Survey 2010-2011.

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.
 - *All ELLs in grades 1-8 are mandated for the extended day targeted instruction.*
 - *All ELLs in grades 2-8 will participate in the Achieve3000 literacy program*
 - *An additional ESL teacher was hired 3 days a week.*
 - *The placement of our ELLs in grades K, 4 and 5 was realigned, allowing them to receive ELA instruction delivered by a licensed ESL teacher.*
 - *Additional instructional time has been allocated for our immigrant students and English Language Learners. 110 students in grades 1-8 will be invited for a program that will run from January 2012-April 2012. Instruction will be delivered by 12 teachers.*
 - *Our bilingual social worker and school psychologist service the ELL population on an as needed basis*
 - *Our ELLs and FELLs will also be invited to participate in a Saturday program.*
 - *Participation in CFN 605 workshops, facilitated by our ELL Instructional Support Specialist*
 - *Our CFN 605 liaison is the ELL Instructional Support Specialist.*

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.

Funding Sources:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to Combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, IDEA, C4E, Title II Supplemental and OASES funds and human resources were used to implement this action plan from September, 2011-June, 2012 as indicated below:

- *An additional ESL teacher (3 days a week) to support ours ELLs with disabilities (Title III)*
- *Supplemental instructional materials (Bilingual glossaries, dictionaries and thesauruses. (Title III)*
- *Supplemental instructional resources for the after school program (Title I SWP)*
- *Supplemental professional development for Thinking Maps, Imagine It, Achieve 3000 (Title III & TL Fair Student Funds)*
- *Supplemental technology programs (i.e. Brain Pop ESL) (TL NYSTL software)*
- *Additional instructional time for our immigrant and ELL population after school (Title III Immigrant Funds)*
- *Supplemental instruction (12 teachers per session) (Title III Immigrant Funds)*
- *Educational Assistants (per session) (Title III Immigrant Funds)*
- *Additional instructional time (Saturday School), instructional books & software (SINI Funds)*
- *Supervisor per session (Title I SWP)*

- Translation services (TL T)
- September 2011-2012



ANNUAL GOAL #2 AND ACTION PLAN

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 there will be an increase of 2 percentage points in the number of students meeting proficiency on the NYS Math exam.

Comprehensive needs assessment

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

According to our needs assessment based on the results of the 2011 New York State Math Exam, there is a need to increase the number of students meeting proficiency. Results indicate that of the 288 students tested, 168 (58.3%) of the students met proficiency.

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.

Activity #1

- *Professional Development: PD will be given on the following topics: improving student outcomes through increased teaching capacities aligned to the six areas specified as a focus by New York City; differentiated teaching practices; aligning rubrics, units and tasks to the Common Core Learning Standards; using Thinking Maps in all content areas as a platform for developing mathematical and critical thinking skills; introducing, understanding and implementing the Work Sampling System (WSS); effectively using Achieve3000 with a math focus, ARIS Learn and PD 360; Curriculum Mapping; Small group differentiated tutorial sessions to introduce, explain, further deconstruct and/or build upon the staff's understanding of the Common Core State Math Standards; Implementing the CCLS for Math (Marilyn Burns Math Solution Workshop grades K-8).*
- *Target Population (s): Teachers servicing/teaching math in grades K-8*

- Responsible Staff Members: Administrators Math teachers, Data Specialist/Math Coach, Staff Developer
- Implementation Timeline: September 2011-June 2012

Activity #2

- Inquiry Team Focus: To impact student achievement, the Middle School Math Inquiry team will focus on pinpointing the gaps between the thinking and the writing process as a means of demonstrating the conceptual understanding needed to accomplish Mathematical Practice #3, constructing viable arguments and/or critiquing the arguments of others. The inquiry team will create a CCSS-based rubric to assess the students' conceptual understanding of a mathematical topic and the degree to which they demonstrate this understanding in their argument. The inquiry team will also create a checklist as determined by the gaps identified in the initial assessment to provide students with the sequence of steps, enabling them to construct viable arguments. The inquiry team will utilize, *Writing in Math Class*, by Marilyn Burns as a resource for strategies and writing prompts.
- Target Population (s): Math students in grades 5-7
- Responsible Staff Members: Administrators, Data Specialist/Math Coach, Math teachers grades 5-8
- Implementation Timeline: September 2011- June 2012

Activity #3:

- Mentoring Moment: To impact student achievement all teachers new to the school will be programmed for a "Mentoring Moment". This period is designed to familiarize new staff members with our school policies and programs (i.e. Thinking Maps, Achieve 3000, ARIS, Acuity, school data etc.). Where necessary, teachers have been scheduled for an additional mentoring period.
- Target Population (s): Teachers of Math
- Responsible Staff Members: Administrators, Data Specialist/Math Coach, Staff Developer
- Implementation Timeline: September 2011-June 2012

Steps for Including teachers in the decision-making process

- The Administration in collaboration with the Data Specialist reviews the data and shares the findings with the facilitators of the school-wide inquiry team. In turn the facilitators bring the information back to their grade-level and/or content area teams to develop action plans for the targeted student population.
- Faculty conferences, grade conferences and planning sessions further disseminate information to and gather feedback from staff members.
- The Math Inquiry team determined that focusing on CCLS Mathematical Practice #3 would assist our students in thinking more critically resulting in an increase in proficiency on the NYS Math exam.
- Teachers determined that students will demonstrate an improvement of one level in scores on a specific element of a teacher-created CCLS-based rubric.

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 required annual Title I parent meeting took place by October 31, 2011.

- *In order to support our students, we shall conduct parent workshops in the following areas:*
 - *Understanding educational accountability*
 - *Attendance and its impact of learning*
 - *Utilizing the ARIS Parent Link*
 - *Accessing Acuity/Utilizing Mathematical Instructional Resources*
 - *Building Capacity as a Parent*
 - *Utilizing Achieve3000*
 - *What is Mathematical Practice #3?*

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.

100% of the staff is licensed and highly qualified according to the BEDS Survey 2010-2011.

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.
- *Teachers participate in a three part Marilyn Burns Math Solution Workshop guiding the implementation of the CCLS for Math, grades K-8, focusing on the creation of rigorous tasks as well as addressing Mathematical practice #3.*
- *Teachers participate in CFN 605 sponsored workshops facilitated by the Math Instructional Support Specialist.*
- *An additional Math teacher per diem (3 days a week)*
- *Supplemental instructional time after school to support students*
- *Supplemental Technology Programs*

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.

Funding Sources:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to Combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, IDEA, C4E, Title II Supplemental and OASES funds and human resources were used to implement this action plan from September, 2011-June, 2012 as indicated below:

- *An additional Math teacher (per diem-3 days a week) (Title I)*
- *Supplemental Marilyn Burns professional development (Title I SWP)*
- *Professional Development (TL Fair Student Funds)*
- *Network Support Services (TL CFN)*
- *After school intervention programs (Title I)*
- *Supplemental instruction during the school day (TL Fair Student Funding)*
- *Data Specialist/Math Coach (ARRA RTTT, Title I SWP)*
- *Translation Services (TL T)*
- *Staff Developer (C4E)*

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 there will be an increase of 1.0 percentage point in the attendance rate for 2011-2012.

Comprehensive needs assessment

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

According to the research generated by the National Center for Children in Poverty, poor children who were chronic absentees in kindergarten had the poorest performance in ELA and math in the 5th grade. The 2010-2011 NYC Progress Report indicated that our attendance rate for 2010-2011 was 92.9 %, with a percent of peer range of 26.8%. This attendance rate reflects a decrease of 0.7 percentage points from 2009-2010 and a decrease of 15.2 percentage points in the percent of peer range.

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.

Activity #1

- *Attendance Incentive/Intervention Program: To promote better attendance we shall implement the following: attendance contracts between the school/parents/students will be distributed, signed and collected by the Parent Coordinator; calls to the homes of absentee students will be made daily and logged; Wake Up New York;; incentives will include attendance certificates, alarm clock giveaways, assembly programs, ice cream parties, pizza parties, raffles, banners, trips; interventions will include wakeup calls, home visits, Adopt-an-Absentee Program (staff members on the middle school attendance inquiry team will personally monitor the chronically absent students and take appropriate steps) referrals to guidance counselors, social workers and referrals to outside agencies.*
- *Target Population (s): All students*
- *Responsible Staff Members: Administrators, Teachers, Parent Coordinator, Family Assistants, Data Specialist, Staff Developer, Guidance Counselor*
- *Implementation Timeline: September 2011-June 2012*

Activity #2

- *Attendance Inquiry Team: The team will track and monitor the success of the attendance improvement program during the 2011-2012 school year; distribute and collect signed attendance contracts; coordinate the attendance intervention/incentive program (see Activity #1) and initiate the Adopt-an-Absentee Program.*
- *Target Population (s): All students*
- *Responsible Staff Members: Administrators, middle school attendance inquiry team, Parent coordinator, Family Assistant, Data Specialist, Staff Developer*
- *Implementation Timeline: September 2011-June 2012*

Activity #3

- *Parent Workshops: To promote better attendance in support of student achievement the following will be initiated: A series of research-based workshops will be conducted for the parents of children who have an attendance rate of 90% or less during the first three months of the 2011-2012 school year. In addition, attendance rates from 2010-2011 will be cross-referenced with this year's attendance to compile a comprehensive list of chronic absentees. Statistics and strategies documented by The National Center for Children in Poverty and the Northwest Educational Laboratory will be referenced for the workshops. Workshops will be conducted by the administration, Parent Coordinator, staff members and Guidance Counselor. Translators will be made available as needed. Workshops will be divided by students' grades: early childhood, middle school and junior high school to target the specific problems and identify appropriate strategies suitable to the age group; You Win: Your Child Wins a program for parents of kindergarten children whose attendance is greater than 95%. The names of these parents will be entered in a drawing*
- *Target Population(s): All parents (Pre K-8)*
- *Responsible Staff Members: Administrators, middle school attendance inquiry team, Data Specialist, Staff Developer, teachers, Pre-K social worker*
- *Implementation Timeline: September 2011-June 2012*

Steps for Including teachers in the decision-making process

- *The Administration in collaboration with the Data Specialist reviews the data and shares the findings with the facilitators of the school-wide inquiry team. In turn the facilitators bring the information back to their grade-level and/or content area teams to develop action plans for the targeted student population.*
- *An inquiry team adopted 'improved attendance' as the focus of its inquiry for 2011-2012. The team assisted in the creation of the incentive/intervention program.*
- *In turn, faculty conferences, grade conferences and planning sessions further disseminate information to and gather feedback from staff members.*

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 required annual Title 1 parent meeting took place by October 31, 2011.

The need to support all parents will be met through the following:

- *Understanding educational accountability*
 - *Attendance and its impact of learning*
 - *A series of research-based workshops will be conducted for the parents of children who have an attendance rate of 90% or less during the first two months of the 2011-2012 school year.*
 - *You Win: Your Child Wins a program for parents of kindergarten children whose attendance is greater than 95%. Utilizing the ARIS Parent Link*
 - *Accessing Acuity*
- *Building Capacity as a Parent*
 - *Utilizing Achieve3000*
 - *Accessing Thinking Maps® through the Community for Learning*
 - *An introduction to College and Careers-to strengthening their understanding of the importance of higher education in their lives and the lives of their children. The parent coordinator will arrange trips to high schools and colleges for the parents.*

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.

100% of the staff is licensed and highly qualified, according to the BEDS Survey 2010-2011.

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.
- *The attendance/lateness inquiry team will form alliances with local businesses to provide incentives or funding for incentives.*
- *Our SAPIS will offer small group guidance for chronically late/absent students.*
- *Our bilingual social worker along with our bilingual psychologist will offer individual counseling on an 'as needed' basis for the parents of the chronically absent*
- *Research-based parent workshops will be conducted to educate the parents to the importance of attendance.*

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.

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.

Funding Sources:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to Combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, IDEA, C4E, Title II Supplemental and OASES funds and human resources were used to implement this action plan from September, 2011-June, 2012 as indicated below:

- *Parent Coordinator (TL Parent Coordinator)*
- *Incentives (School Funds & outside resources)*
- *Translation Services (TL T)*
- *Parent classes and educational programs (Title I SWP)*
- *Supplemental Counseling Services (TLSBST shared, Title I SW, T I mandated Counseling Services)*
- *Data Specialist (ARRA RTTT)*
- *SAPIS worker (OASES substance abuse)*
- *Staff Developer (C4E)*

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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	As needed	As needed	N/A	N/A	As needed	As needed	As needed	As needed
1	73	73	N/A	N/A	2	As needed	As needed	As needed
2	52	52	N/A	N/A	As needed	As needed	As needed	As needed
3	51	51	N/A	N/A	4	As needed	As needed	As needed
4	49	49	As needed	As needed	4	As needed	As needed	As needed
5	62	62	As needed	As needed	As needed	As needed	2	As needed
6	46	46	As needed	As needed	3	As needed	As needed	As needed
7	43	43	As needed	As needed	7	As needed	As needed	As needed
8	55	55	55	As needed	55	As needed	As needed	As needed
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA:</p> <ul style="list-style-type: none"> • ESL • Fundations • SETTS (At-Risk) • Talent Pool • Ramp-Up • Language for Learning • SRA • Thinking Maps® • Pebbles Go • Achieve3000 • Brain Pop ESL • Achieve3000 • Reading Eggs • Treasures 	<ul style="list-style-type: none"> • Small groups during the school day and after school instruction • Whole class in Kindergarten • Small group during school day • Small groups during the school day grades 3-8 • Whole class & small group during school day • Small group during school day • Whole class & small group during the school day • School wide instruction-also available for use after school • Whole class instruction during the school day • Small group, individual instruction during the school day-also available for use after school • Small group instruction during the school day, extended day • Whole class, small group, individual instruction during the school day and at home • Small group and individual instruction during the school day (Pre K-1) • Small group and individual instruction (Pre K-K)
<p>Mathematic</p> <ul style="list-style-type: none"> • Math Regents Preparation • ESL Math Support • SETTS (At-Risk) • Thinking Maps® • Math Connects • Number World 	<ul style="list-style-type: none"> • Small group during school day and after school • Small group during school day, extended day and after school • Small group-targeted instruction during school day • School wide instruction • Whole class instruction during school day • Whole class instruction

Science: <ul style="list-style-type: none"> • Test Prep • Science tutoring • Regents Test Prep • ESL push-in • Thinking Maps® • Achieve3000 	<ul style="list-style-type: none"> • Small group after school • Small group instruction during the school day and extended day • Small group instruction during the school day and extended day • Small group - targeted instruction during school day • School wide instruction • Whole class, small group, individual instruction during the school day and at home
Social Studies: <ul style="list-style-type: none"> • ESL push-in • At-risk SETTS • Thinking Maps® • Achieve3000 	<ul style="list-style-type: none"> • Targeted assistance during school • Small group & targeted instruction during school day • School wide instruction • Whole class, small group, individual instruction during the school day and at home
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Sees students at-risk on a scheduled basis and as needed from Pre-K -8th grade.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Sees students at-risk as needed from Pre-K -8th grade.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Sees students at-risk on a scheduled basis and as needed from Pre-K -8th grade.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Culinary Arts & Nutrition, Cook Shop

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; the importance of attendance.
- 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 or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 21K238 **School Name:** PS 238-The Anne Sullivan School

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

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

Category: Basic Focused Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - ❖ PS 238 was identified by the State Education Department as an Improvement Year 1 Basic in ELA for our English Language Learners. According to our needs assessment based on the results of the 2011 New York State ELA exam, of the 64 ELLs tested, only 9 (14.1%) met proficiency.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - ❖ Intervention strategies will include the following: an additional ESL teacher 3 days a week teaching students identified both as ELLs and SWDs ; incorporating the reading program, *Imagine It*, into the 5th & 6th grade; providing ESL students in grades K, 4, and 5 with ELA instruction by licensed ESL teachers ; first and second year FELLs will continue to receive ESL services delivered by a licensed ESL teacher in 2011-2012 ; additional targeted instruction.
 - ❖ Beginning in January, 2012 an additional 20 hours of instructional sessions will be offered to our English Language Learners. Sessions will be conducted on Tuesdays and Wednesdays from 3:15 PM to 4:15 PM.
 - ❖ Additionally, a 5 week Saturday Academy will be offered to our ELLs and FELLs to assist them in preparing for the ELA exam.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - ❖ Professional Development will be given on the following topics: improving student outcomes through increased teaching capacities aligned to the six areas specified as a focus by New York City; differentiated teaching practices; aligning rubrics, units and tasks to the Common Core Learning Standards; using Thinking Maps in all content areas as a platform for developing writing and critical thinking skills; introducing, understanding and implementing the Work Sampling System (WSS); effectively using *Imagine It* in grades 5 & 6, Achieve 3000, ARIS Learn, PD 360 and Curriculum Mapping.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - ❖ All teachers new to the school will be programmed for a "Mentoring Moment" period. This period is designed to familiarize new staff members with our school policies and programs (i.e. Thinking Maps, Achieve 3000, school data etc.). Where necessary, teachers have been scheduled for an additional mentoring period. The Staff Developer and Data Specialist will provide in class support for all staff members.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - ❖ As mandated the Parent Notification letter will be sent to all parents with the appropriate translation notation by 1/31/12.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp	District 21	Borough Brooklyn	School Number 238
School Name Anne Sullivan School			

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

Principal Harla Musoff-Weiss	Assistant Principal Rita Menkes
Coach Regina Pizza, Staff Developer	Coach
ESL Teacher Tricia Nakleh	Guidance Counselor
Teacher/Subject Area Francesca Givelekian, ESL	Parent
Teacher/Subject Area	Parent Coordinator Gwendolyn Wright
Related Service Provider	Other Joann Acuna, AP
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	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 hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	585	Total Number of ELLs	142	ELLs as share of total student population (%)	24.27%
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Part II: ELL Identification Process

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

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

1. The initial identification of potential ELLs begins at the point of enrollment. All parents are asked what their preferred language of communication is. If a language other than English is selected, one of our licensed ESL teachers, an Assistant Principal, or other trained pedagogue is called to participate in the registration process to ensure that a Home Language Identification Survey (HLIS) is given, in the appropriate language. A certified ESL teacher conducts an informal interview, with the assistance of an interpreter, if necessary. If it is determined that a student speaks a language other than English, the Language Assessment Battery-Revised (LAB-R) is administered by an ESL teacher. If a student scores at the beginner, intermediate or advanced level, the student is considered an ELL. If the student scores at the proficient level, the student is not an ELL. All ELLs are assessed annually, using the New York State English as a Second Language Achievement Test (NYSESLAT). This assesses students' proficiency levels in speaking, listening, reading and writing, and determines if they should continue receiving ESL services.

2. After the initial screening and the administration of the LAB-R to the appropriate students, an ELL Parent Orientation Meeting is conducted for parents of newly enrolled ELLs within 10 days of enrollment. The meeting is replete with a comprehensive question and answer session, as well as the viewing of the ELL Parent Information Video, shown in the parents' preferred language of communication, when available. The video explains all three program options available to their children. Subsequent to viewing the video, parents are able to ask extensive questions of the ESL personnel, regarding any concerns they may have to their children's placement in an English language program, including Transitional Bilingual Education, Dual Language, as well the Free Standing English as a Second Language Program. Bilingual translators are present, as appropriate, for these meetings. If the school does not have a bilingual translator on staff, the DOE translation services are used. The ESL staff, in conjunction with the Parent Coordinator and bilingual translators, periodically conducts these informative ELL Parent Orientation Meetings, throughout the school year, as new ELLs enroll in our school. This is done to ensure that ELL Parents are well informed of the program choices available to their children.

3. After the initial screening and subsequent LAB-R testing, entitlement letters are given, in the appropriate home languages, to newly enrolled ELL students. These letters inform parents that their children have been identified as English Language Learners and are entitled to an English Language Program. Subsequently, at our ELL Parent Orientation Meeting, the Parent Survey and Program Selection Forms are distributed to the parents. After viewing the informative ELL parent video, the parents fill out the form, with the assistance of the ESL staff, Parent Coordinator, and bilingual translators present at the meeting. These parent meetings are conducted periodically, throughout the school year, in order to ensure that all Parent Survey and Program Selection Forms are filled out and returned. Every effort is made to ensure that parents return their selection forms. Our Parent Coordinator, teachers and administrators repeatedly contact parents to encourage their attendance at an orientation session.

4. After determining students' entitlement for an English language program, we send entitlement letters, in the appropriate home language, to the homes newly-enrolled ELLs. Additionally, we invite parents to an orientation meeting where they receive information in their home language, explaining the program options available to them. They also view an informative video in their home language. Translators are provided at the meeting. After reviewing the parents' responses on the Parent Survey and Program Selection Forms, we

place students in the program aligned with the parents' choice. Each spring, all ELLs are administered the NYSESLAT. Based on these results, each September, parents are notified of their child's ESL proficiency. Notices are sent home, in the native language, informing parents that their child will either continue to receive services or that they have reached English proficiency and will no longer receive ESL/bilingual services.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we have determined that the majority of our ELL parents choose the Freestanding ESL program for their children. For the 2011-2012 school year, we have 28 newly enrolled ELLs. 100% of the parents chose Freestanding ESL on the Parent Survey and Program Selection Form.

6. The program model, Freestanding ESL, which is offered at our school, is aligned with the parent requests indicated on the Parent Survey and Program Selection Forms.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1				1	1								3
Push-In	2	2	2	2	2		2	2	2					16
Total	3	2	2	2	3	1	2	2	2	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	112	Special Education	51
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	112		38	25		11	5		2	142
Total	112	0	38	25	0	11	5	0	2	142

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	12	10	17	9	8	5	6	3					90
Chinese	1	1	2	1	4	2	1	0	0					12
Russian	3	4	2	1	2	2	1	0	0					15
Bengali							2	1						3
Urdu	3	1	1	2	0	1	1	4	1					14
Arabic			1				1							2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		2												2
Albanian					1									1
Other						2	1							3
TOTAL	27	20	16	21	16	15	12	11	4	0	0	0	0	142

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?

1. a.) In an effort to target the diverse needs of our ELL population, we are utilizing various teaching organizational models. At the elementary school level, the ESL teachers target literacy, using a combination of push-in and pull-out modes of instruction. In addition, we have a self-contained Kindergarten and self contained fourth grade ESL class, taught by certified ESL teachers. In our middle school, ESL is predominantly taught through a push-in model, whereby the ESL and content-area teachers engage in collaboration and team teaching. The middle school ESL teacher co-teaches in the content area of social studies. The fifth grade ELL students receive ESL instruction through the content area of English Language Arts; this subject is taught by a certified ESL teacher. Content area standards, as well as ESL standards, are addressed and reviewed. Classroom teachers work in collaboration with the ESL teachers to develop data-driven instruction, embedded with ESL strategies. Through collaborative inquiry, ESL teachers meet with classroom teachers on a regular basis to share ESL strategies that will benefit all students. This maximizes the literacy-content connection.

1. b.) All students in Kindergarten through eighth grade are grouped heterogeneously in their classrooms. However, during pull-out ESL instructional periods, students are grouped homogeneously, according to their proficiency levels. This ensures an optimum environment for specific differentiated instruction by the ESL educators.

2. We are fortunate to have six certified ESL teachers, ensuring that all ELL students receive the mandated number of instructional minutes, as per CR Part 154. All students at the beginning and intermediate proficiency levels receive 360 minutes of ESL instruction weekly. The advanced students receive 180 minutes per week. All students, regardless of ELL status or proficiency level, receive at least 360 minutes of ELA instruction per week, which is well beyond the stipulated amount, as outlined in CR Part 154.

2. a.) Explicit ESL instruction is delivered within the elementary school through the push-in/pull-out model to groups of students depending on their level of proficiency. Students who are advanced, receive 180 minutes per week of ESL instruction with alternating push-in and pull-out services. Students who are at the beginning or intermediate level receive 360 minutes of ESL instruction per week. Within the fifth grade, a certified ESL teacher teaches ELA using ESL strategies and methodologies to a group of ELLs and F-ELLs. In grades 6 through 8, ELL students receive 405 minutes of ELA instruction. Native language supports are available for all students in the form of glossaries, dictionaries, translators, and pairing of students with common native language.

3. During the ESL push-in model, content area instruction is amplified through the use of leveled alternate texts, sentence deconstruction, vocabulary ladders, illustrations, classroom computers, SmartBoards, as well as authentic hands-on materials and manipulatives. Content

A. Programming and Scheduling Information

is taught through collaborative team teaching and small guided, differentiated groups. Academic language development is fostered through differentiated activities, individualized to meet the specific needs of all students. During pull out periods, teachers focus on building academic language and Tier II vocabulary as well as ELA skills and test-taking strategies. Teachers use data from classroom assessments, Acuity and State Exams in order to target specific areas of deficiency in order to target the needs of individual students.

4. All newly enrolled ELLs, who speak Spanish, are administered the Spanish LAB during the same testing window as the LAB-R. This is done to determine the language dominance of these ELLs.

5. a.) Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ESL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ESL instruction, and provided with remedial instruction, wherever necessary. The curriculum and standards are adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency.

5. b.) Newcomers who have been enrolled in our school for less than three years comprise roughly 79% of our total ELL population. It is therefore necessary to implement a rigorous academic ESL program, ensuring that students develop both BICS, Basic Interpersonal Communication Skills, and CALP, Cognitive Academic Language Proficiency in an accelerated manner. For those students who have less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual clues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, recorded books, and art projects. Listening stations are utilized so that students may listen and read concurrently. Every effort is made to bring the students' home language and culture into the classroom, by using various materials in their native languages. As students progress beyond their first year of English acquisition, instruction is scaffolded and individually tailored to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams, and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development and acquisition. Other teaching strategies include; the use of pictures, role play, dramatization, manipulatives, questioning techniques, Big Books, read aloud, shared and guided reading, as well as small group instruction. A key instructional technique is the establishing of routines and rituals through repetition, in order to promote effective thinking and learning amongst our students. Our reading and writing instruction is highly rigorous, utilizing academic language and multiple alternate texts to supplement vocabulary and literacy instruction. This ensures that ELLs, who may not understand the academics through the use of regular texts grasp the content and meaning from the various alternate texts and authentic materials infused by ESL teachers into content area instruction.

Language development includes listening, speaking, reading, and writing in cognitively demanding lessons that are scaffolded to increase student learning of both language skills and content. The content area is derived from the grade-level expectations and curriculum in the mainstream classroom. Lessons are focused on the essential ideas taught in depth using higher- order thinking skills. A critical component of the lesson is strategy instruction. Metacognitive strategies are selected for their use in learning specific lesson content as well as their transferability to other concepts. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other curriculum areas.

English Language Learners in grades 3-8 must take the New York State ELA exam after one year of English language instruction. These students receive rigorous ELA instruction during the school day, as well as during our extended day program, where students are grouped according to level of proficiency. Test-taking strategies are introduced and reinforced throughout the school year, in order to ensure our ELL students are prepared for high-stakes exams.

5. c.) For students who have been in ESL for four to six years, the academic instruction builds upon the solid foundation laid in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas. The use of alternate texts, the formation of word ladders, word chains, and vigorous vocabulary activities enhances students' academic language acquisition and proficiency. Academia is highly promoted through hands-on activities and the use of manipulatives. To that end, realia, texts, vivid illustrations and visuals promote critical thinking and inferencing, which ultimately motivates students to ask skilled questions, promoting further academia. Our fourth grade ESL population is served in a self-contained ESL class, which is taught by a certified ESL teacher for every major subject. Additional support is provided to this group by a push-in ESL teacher six times per week. This is done to ensure that this group of students makes progress and attains proficiency in the Cognitive Academic Language Proficiency.

5. d.) The aforementioned instructional approaches, in conjunction with additional language supports, are utilized with our Long-Term ELLs. While our Long-Term ELL population is minimal, these students receive more personalized attention and differentiated instruction

A. Programming and Scheduling Information

in an effort to help them attain English language proficiency. These students are given more time on task and are provided with additional instructional time during the school day and during our extended day program. Instruction for long-term ELLs has a strong foundation in literacy, writing and academic vocabulary development.

6. The ESL department works in close collaboration with the special education teachers to design effective educational plans tailored to meet the specific needs of ELLs in special education. The IEP (Individualized Education Program) goals, as well as specific language needs, are targeted when planning instruction for these ELLs. Amongst the academic strategies utilized may include, but are not limited to; the use of manipulatives, hands-on activities, books on tape, native language material and support, and big books for shared reading. Making text connections and setting up cooperative learning groups where lower-functioning students are paired with more advanced students, are excellent tools for fostering student interaction, comprehension and self-awareness.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	ELL-SWDs. ESL program scheduling ensures that these students receive ESL support during reading and math workshops. In addition, we have hired a part-time ESL teacher who works specifically with our Learning Disabled ESL population in grades two through five.		
75%	This teacher work three days per week, and has over thirty years of experience in working with ELLs. His primary focus is literacy development within this ELL subpopulation.		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. Our goals focus on improved student achievement. Our school design embraces a standards-based curriculum as the foundation for teaching and maintains that instruction should be driven by assessment. To support this goal, we offer a wide array of targeted intervention programs for all students in ELA, math and the content areas. The following literacy-based programs support all students, including ELLs, during the school day; Imagine It, Treasures, Foundations, Talent Pool, Ramp-Up, Language for Learning, SRA, Imagine It, Interactive Read Aloud, and Thinking Maps. To support our students in the content area of math, we utilize the following programs; Everyday Math, Impact Mathematics, Math Regents Preparation, Buckle Down, Thinking Maps, Math Connects, and Number World. In the content areas of science and social studies, we use the New York State curriculum, as well as various test preparation materials, provide science tutoring, Regents test-prep, and the Internet Café.

B. Programming and Scheduling Information--Continued

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9. ELLs who attain proficiency on the NYSESLAT exam continue to receive instructional support, in the content areas, during the ESL push-in periods. Continuing transitional support focuses on maintaining and enhancing students' academic language and overall proficiency. Classroom teachers give those former ELLs extra attention and provide differentiated materials and activities to meet their diverse needs. In addition, former ELLs continue to receive testing accommodations on exams for two years after attaining proficiency on the NYSESLAT.

10. For the 2011-2012 school year, we will continue utilizing the Imagine It! reading program in grades one through four, and introduce this successful literacy-based program to grades five, and six. The goal of the Imagine It! Program is to ensure access and ultimate success for all students. The goal, with regard to English learners, is to understand and use English in social, as well as academic contexts so that they can fully participate in all academic learning. They must develop receptive English language skills such as listening and reading, and be able to use them for the purpose of vocabulary acquisition and writing development throughout the content areas. Students will learn to expand their language skills for the purpose of asking questions, clarifying, summarizing, predicting, justifying, evaluating, persuading, and sharing information effectively. The program specifically targets those elements that are most challenging for ELLs, namely; transferable and non-transferable language skills, phonological, morphological, syntactical, and semantic structures of English, academic and survival vocabulary, organization and delivery of oral communication, speaking applications, text comprehension, formation of complex sentence structures, as well as grammar and usage skills.

An additional literacy program that we will be introducing to both this school year is Treasures. This research-based program works to build reading capacity for early childhood students, through phonics, phonemic awareness, sight words, listening skills, and reading comprehension strategies. This program includes instruction tailored to meet the learning needs of English Language Learners.

In an effort to prepare students to meet the challenges of the Common Core Learning Standards, we will be utilizing CCLS-based units of study and accompanying writing tasks, which have been developed by master pedagogues in the areas of ELA and math. These units will become a framework for the development of a rigorous CCL Standards-based curriculum.

11. We have had much success with the Imagine It! Literacy program in the lower grades, and have decided to introduce it to grades five and six for the 2011-2012 school year. As a result, we are discontinuing the use of the Ramp-Up literacy program in these grades. This instructional decision was based upon the need for a literacy program that would be used systemically in grades one through six.

12. Our ELL students are fully integrated in the mainstream classes, and are afforded equal access to all school-wide programs. They receive supplemental services, which include an extended day program. These supplemental services are provided in small group settings utilizing specific ESL strategies, which address explicit deficiencies among students. A conscious effort was made, in programming and scheduling, to provide additional instructional support to ELL students at the beginning and intermediate level of English language proficiency, during the extended day program. A majority of these students are grouped with licensed ELL teachers.

Our school offers a wide array of extracurricular activities, which include dance, art, music and cooking. Our vibrant art program is taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes

B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

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Our school offers a wide array of extracurricular activities, which include dance, art, music and cooking. Our vibrant art program is taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes are taught in our, state-of-the-art culinary kitchen. We are continuing to implement a ballroom dancing program in grade four, which is

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

We do not have a dual language program.

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

D. Professional Development and Support for School Staff

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

1. Staff members will receive differentiated professional development needed to attain his/her goal. Additional professional development will be suggested as needed as a result of the administration's informal observations. Professional development will include but not be limited to webinars, mentoring, grade conferences, Professional Academy, study groups, Learn Section of ARIS*, PD 360* and/or Teachscape*. (*Training to utilize these professional development opportunities will be rolled out at our weekly facilitators' meetings so that it may be turnkeyed to our individual Inquiry teams. Individuals accessing these sites will print and email transcript documentation to the principal as evidence of course completion.)

Professional development will focus on the following areas :

- Using questioning and discussion techniques
- Engaging students in learning
- Managing student behavior
- Using assessments in instruction
- Designing coherent instruction
- Establishing a culture for learning
- Teachers to be scheduled for intervisitations to provide meaningful and constructive examples of effective classroom practices
- All teachers new to the school have been programmed for a "Mentoring Moment" period. This period is designed to familiarize new staff members with our school policies and programs (i.e. Thinking Maps, Achieve 3000, school data etc.) Where necessary, teachers have been scheduled for additional mentoring period.

ELL personnel in our school will continue participating in the Building Academic Language professional development program. This research-based program advocates building academic language through the use of alternate texts, Tier II and III vocabulary, vocabulary ladders, sentence deconstruction, phrasal frames, and differentiated material and activities. The strategies learned in these ongoing, informative sessions will be turn keyed to all staff to ensure instructional cohesiveness across all grades and content areas. The ultimate goal of these professional development sessions is to enhance students' reading and writing prowess and ensure their proficiency in the reading and writing modalities.

Additional Professional Development is provided by our Network ELL Support Liaison.

2. Along with the staff developer and literacy coach, our middle school ESL teacher, responsible for teaching ELLs in grades five through eight, will participate in an ongoing collaborative instructional planning team with the ELA department, for the purpose of effectively assisting ELLs as they transition from our elementary to our middle school. In addition, this team will be working collaboratively to effectively implement the high school and college readiness program. In an effort to ease the transition from elementary to middle school, students in grades five and six are nested in their individual classrooms, where their departmentalized content area teachers provide instruction. In addition, students in grade five are invited to an orientation, along with their parents, in which they receive information about various instructional and extracurricular programs that will be available to them as they transition from elementary to middle school.

3. Professional development for staff is necessary to introduce and revisit ESL standards and strategies. In 2011-2012, professional development will continue to go deeper into the standards for all subject areas, with a particular focus on the new Common Core Standards. Staff members who have not yet met the mandated hours of ELL Training (7.5 hours for general education; 10 hours for special education) will be meeting with the literacy coach, on a weekly basis, during their mentoring period. The topics to be addressed are; effective teaching strategies for ELLs, including Thinking Maps-a school-wide program, and looking at student data, including the NYSESLAT, in addition to the topics discussed above. Attendance records are maintained at each training session, in order to ensure that all staff members meet the requirement. The ESL Department also conducts professional development for staff in which they discuss the ELL identification process,

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Every teacher in our building has been trained in the use of Thinking Maps, which are one of the most effective tools for enhancing learning for our ELL students. Thinking Maps can be used across all curriculum areas. They are instrumental in organizing and presenting content area material visually and clearly. Students can use them to organize facts and information, as well as springboard their writing pieces. The thinking map training, given to all personnel, is an excellent educational strategy, which teachers can utilize to further maximize ELL understanding in all curriculum areas. This training will continue for the 2011-2012 school year. The focus of these training sessions is the infusion of Common Core and ESL standards, in order to create a cohesive alignment between the two in an effort to improve student performance.

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)

E. Parental Involvement

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

1. Parent involvement in our school, includes recruiting efforts to involve all parents, including of our ELL students, as volunteers. We also include parents as participants in school decisions, governance, and advocacy through councils, leadership committees, organizations and workshops. We collaborate and coordinate with the work of our community-based agencies, colleges, and other groups to strengthen parent's school engagement.

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Through community-based programs that inform parents about school values and expectations, parents become advocates for themselves as well as their children. We assist families with free learning courses on parenting and childrearing skills, and creating home conditions to support learning.

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.

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

8. Our goals focus on improved student achievement. Our school design embraces a standards-based curriculum as the foundation for teaching and maintains that instruction should be driven by assessment. To support this goal, we offer a wide array of targeted intervention programs for all students in ELA, math and the content areas. The following literacy-based programs support all students, including ELLs, during the school day; Imagine It, Treasures, Foundations, Talent Pool, Ramp-Up, Language for Learning, SRA, Imagine It, Interactive Read Aloud, and Thinking Maps. To support our students in the content area of math, we utilize the following programs; Everyday Math, Impact Mathematics, Math Regents Preparation, Buckle Down, Thinking Maps, Math Connects, and Number World. In the content areas of science and social studies, we use the New York State curriculum, as well as various test preparation materials, provide science tutoring, Regents test-prep, and the Internet Café.

9. ELLs who attain proficiency on the NYSESLAT exam continue to receive instructional support, in the content areas, during the ESL push-in periods. Continuing transitional support focuses on maintaining and enhancing students' academic language and overall proficiency. Classroom teachers give those former ELLs extra attention and provide differentiated materials and activities to meet their diverse needs. In addition, former ELLs continue to receive testing accommodations on exams for two years after attaining proficiency on the NYSESLAT.

10. For the 2011-2012 school year, we will continue utilizing the Imagine It! reading program in grades one through four, and introduce this successful literacy-based program to grades five, and six. The goal of the Imagine It! Program is to ensure access and ultimate success for all students. The goal, with regard to English learners, is to understand and use English in social, as well as academic contexts so that they can fully participate in all academic learning. They must develop receptive English language skills such as listening and reading, and be able to use them for the purpose of vocabulary acquisition and writing development throughout the content areas. Students will learn to expand their language skills for the purpose of asking questions, clarifying, summarizing, predicting, justifying, evaluating, persuading, and sharing information effectively. The program specifically targets those elements that are most challenging for ELLs, namely; transferable and non-transferable language skills, phonological, morphological, syntactical, and semantic structures of English, academic and survival vocabulary, organization and delivery of oral communication, speaking applications, text comprehension, formation of complex sentence structures, as well as grammar and usage skills.

An additional literacy program that we will be introducing to both this school year is Treasures. This research-based program works to build reading capacity for early childhood students, through phonics, phonemic awareness, sight words, listening skills, and reading comprehension strategies. This program includes instruction tailored to meet the learning needs of English Language Learners.

In an effort to prepare students to meet the challenges of the Common Core Learning Standards, we will be utilizing CCLS-based units of study and accompanying writing tasks, which have been developed by master pedagogues in the areas of ELA and math. These units will become a framework for the development of a rigorous CCL Standards-based curriculum.

11. We have had much success with the Imagine It! Literacy program in the lower grades, and have decided to introduce it to grades five and six for the 2011-2012 school year. As a result, we are discontinuing the use of the Ramp-Up literacy program in these grades. This instructional decision was based upon the need for a literacy program that would be used systemically in grades one through six.

12. Our ELL students are fully integrated in the mainstream classes, and are afforded equal access to all school-wide programs. They receive supplemental services, which include an extended day program. These supplemental services are provided in small group settings utilizing specific ESL strategies, which address explicit deficiencies among students. A conscious effort was made, in programming and scheduling, to provide additional instructional support to ELL students at the beginning and intermediate level of English language proficiency, during the extended day program. A majority of these students are grouped with licensed ELL teachers.

Our school offers a wide array of extracurricular activities, which include dance, art, music and cooking. Our vibrant art program is taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes

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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)?

We do not have a dual language program.

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.

1. We use multiple assessment tools to assess the early literacy skills of our students. Initially, the ECLAS-2 assessment is administered to the students in order to determine their reading level. During the course of the school year, PM Benchmarks is administered to determine any progress made, as well as students' current reading levels. All levels tie into the Fountas and Pinnell reading level indicators. The data we obtain from these assessments impacts on the formation of guided reading groups, and helps educators differentiate instruction, utilizing specific strategies and skills to target areas of deficiency, as evidenced by the assessment data.

2. After interrogating the NYSESLAT and LAB-R data, we have determined that 40% of our ELL population is at the beginning level, 20% are at the intermediate level, and 40% are at the advanced level of English language proficiency. The majority of students in kindergarten and first grade tested at the beginner or intermediate level. The grades in which we had the highest concentration of advanced-level students were grades three and four, while in grade two, 70% tested at the beginning level. It should be noted that many of these second grade students are in self-contained special education class. In grade five, 40% of our ELLs tested at the advanced level. In grade six, 42% tested at the advanced level, while in grade seven, 66% tested at the advanced level. In grade eight, 86% of our students tested at the beginner or intermediate level. It should be noted that 38 students, roughly 25% of our total ELL population, attained proficiency on the NYSESLAT exam. The highest concentrations of these students were in grades one, four, five and seven.

3. The NYSESLAT data indicates that there is an L2 Stall, meaning that many of our students have attained proficiency in listening and speaking, but are deficient in reading and writing. As a result, we have designed an instructional plan to target these deficiencies through small group instruction and guided reading groups, in the elementary school. Support will be given to students through a predominant co-teaching model in the middle school, infusing the ESL standards into the content area of social studies. The rationale for utilizing the co-teaching program, as opposed to our previous utilization of a predominant pull out model, in prior school years, is a direct result of ELL data, indicating the L2 Stall, and necessitating the need for building and enhancing academic language in the content areas. Furthermore, the push-in model reduces the student to teacher ratio, and allows for collaborative teaching amongst seasoned educators.

4. a. In examining the most recent state exam results in ELA, it is evident that the majority of ELL students score below level three. The students scoring at or above grade level are predominantly ELLs at the advanced level. On the New York State Math Exam, roughly one-third of our ELL scored at level three, while the remainder scored mostly at level two. On the New York State science exam, 81% of the ELLs in grade four scored at or above level three, while all of the ELLs in grade eight scored below level three. Overall, ELLs taking tests in their native language score at a level, which is roughly equivalent to those taking it in English.

b. In previous years, school leadership and teachers used the results of the ELL Periodic Assessment as an instructional tool to drive differentiated instruction, designed to target specific areas of deficiency. The data was utilized in forming small group instruction during the regular school day, during AIS periods, as well as during our ESL after-school program. When comparing the ELL Periodic Assessment predictive data to the actual results from the 2011 NYSESLAT exam, vast discrepancies existed, thereby rendering the data

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

D. Professional Development and Support for School Staff

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

1. Staff members will receive differentiated professional development needed to attain his/her goal. Additional professional development will be suggested as needed as a result of the administration's informal observations. Professional development will include but not be limited to webinars, mentoring, grade conferences, Professional Academy, study groups, Learn Section of ARIS*, PD 360* and/or Teachscape*. (*Training to utilize these professional development opportunities will be rolled out at our weekly facilitators' meetings so that it may be turnkeyed to our individual Inquiry teams. Individuals accessing these sites will print and email transcript documentation to the principal as evidence of course completion.)

Professional development will focus on the following areas :

- Using questioning and discussion techniques
- Engaging students in learning
- Managing student behavior
- Using assessments in instruction
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- Establishing a culture for learning
- Teachers to be scheduled for intervisitations to provide meaningful and constructive examples of effective classroom practices
- All teachers new to the school have been programmed for a "Mentoring Moment" period. This period is designed to familiarize new staff members with our school policies and programs (i.e. Thinking Maps, Achieve 3000, school data etc.) Where necessary, teachers have been scheduled for additional mentoring period.

ELL personnel in our school will continue participating in the Building Academic Language professional development program. This research-based program advocates building academic language through the use of alternate texts, Tier II and III vocabulary, vocabulary ladders, sentence deconstruction, phrasal frames, and differentiated material and activities. The strategies learned in these ongoing, informative sessions will be turn keyed to all staff to ensure instructional cohesiveness across all grades and content areas. The ultimate goal of these professional development sessions is to enhance students' reading and writing prowess and ensure their proficiency in the reading and writing modalities.

Additional Professional Development is provided by our Network ELL Support Liaison.

2. Along with the staff developer and literacy coach, our middle school ESL teacher, responsible for teaching ELLs in grades five through eight, will participate in an ongoing collaborative instructional planning team with the ELA department, for the purpose of effectively assisting ELLs as they transition from our elementary to our middle school. In addition, this team will be working collaboratively to effectively implement the high school and college readiness program. In an effort to ease the transition from elementary to middle school, students in grades five and six are nested in their individual classrooms, where their departmentalized content area teachers provide instruction. In addition, students in grade five are invited to an orientation, along with their parents, in which they receive information about various instructional and extracurricular programs that will be available to them as they transition from elementary to middle school.

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E. Parental Involvement

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

1. Parent involvement in our school, includes recruiting efforts to involve all parents, including of our ELL students, as volunteers. We also include parents as participants in school decisions, governance, and advocacy through councils, leadership committees, organizations and workshops. We collaborate and coordinate with the work of our community-based agencies, colleges, and other groups to strengthen parent's school engagement.

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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)	8	7	12	4	5	4	0	1	3					44
Intermediate(I)	4	2	4	2	1	2	4	0	3					22
Advanced (A)	6	5	1	13	9	4	3	2	1					44
Total	18	14	17	19	15	10	7	3	7	0	0	0	0	110

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	0	3	2	4	0	1	2				
	I	2	0	5	1	1	1	0	0	3				
	A	4	8	9	2	5	1	6	1	2				
	P	12	11	4	15	16	10	5	7	1				
READING/ WRITING	B	7	7	12	3	4	4	0	2	4				
	I	4	2	4	3	1	2	5	0	3				
	A	6	4	1	13	9	4	2	2	1				
	P	4	8	1	2	10	6	4	5	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	7	3		17
4	2	13	4		19
5	2	7	1		10
6	3	5	1		9
7	1	7			8
8	2	2			4
NYSAA Bilingual Spe Ed				11	11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			9	1	5	1	2		18
4		1	11	1	8				21
5			7	1	2		1		11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	2		6		2				10
7			3		4		1		8
8			2	2	1	1		1	7
NYSAA Bilingual Spe Ed							11		11

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2	2		14		3		21
8	3		2	2					7
NYSAA Bilingual Spe Ed							2		2

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. We use multiple assessment tools to assess the early literacy skills of our students. Initially, the ECLAS-2 assessment is administered to the students in order to determine their reading level. During the course of the school year, PM Benchmarks is administered to determine any progress made, as well as students' current reading levels. All levels tie into the Fountas and Pinnell reading level indicators. The data we obtain from these assessments impacts on the formation of guided reading groups, and helps educators differentiate instruction, utilizing specific strategies and skills to target areas of deficiency, as evidenced by the assessment data.

2. After interrogating the NYSESLAT and LAB-R data, we have determined that 40% of our ELL population is at the beginning level, 20% are at the intermediate level, and 40% are at the advanced level of English language proficiency. The majority of students in kindergarten and first grade tested at the beginner or intermediate level. The grades in which we had the highest concentration of advanced-level students were grades three and four, while in grade two, 70% tested at the beginning level. It should be noted that many of these second grade students are in self-contained special education class. In grade five, 40% of our ELLs tested at the advanced level. In grade six, 42% tested at the advanced level, while I grade seven, 66% tested at the advanced level. In grade eight, 86% of our students tested at the beginner or intermediate level. It should be noted that 38 students, roughly 25% of our total ELL population, attained proficiency on the NYSESLAT exam. The highest concentrations of these students were in grades one, four, five and seven.

3. The NYSESLAT data indicates that there is an L2 Stall, meaning that many of our students have attained proficiency in listening and speaking, but are deficient in reading and writing. As a result, we have designed an instructional plan to target these deficiencies through small group instruction and guided reading groups, in the elementary school. Support will be given to students through a predominant co-teaching model in the middle school, infusing the ESL standards into the content area of social studies. The rationale for utilizing the co-teaching program, as opposed to our previous utilization of a predominant pull out model, in prior school years, is a direct result of ELL data, indicating the L2 Stall, and necessitating the need for building and enhancing academic language in the content areas. Furthermore, the push-in model reduces the student to teacher ratio, and allows for collaborative teaching amongst seasoned educators.

4. a. In examining the most recent state exam results in ELA, it is evident that the majority of ELL students score below level three. The students scoring at or above grade level are predominantly ELLs at the advanced level. On the New York State Math Exam, roughly one-third of our ELL scored at level three, while the remainder scored mostly at level two.

On the New York State science exam, 81% of the ELLs in grade four scored at or above level three, while all of the ELLs in grade eight scored below level three. Overall, ELLs taking tests in their native language score at a level, which is roughly equivalent to those taking it in English.

b. In previous years, school leadership and teachers used the results of the ELL Periodic Assessment as an instructional tool to drive differentiated instruction, designed to target specific areas of deficiency. The data was utilized in forming small group instruction during the regular school day, during AIS periods, as well as during our ESL after-school program. When comparing the ELL Periodic Assessment predictive data to the actual results from the 2011 NYSESLAT exam, vast discrepancies existed, thereby rendering the data

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: P.S./I.S 238

School DBN: 21K238

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harla Musoff-Weiss	Principal		1/1/01
Rita Menkes	Assistant Principal		1/1/01
Gwendolyn Wright	Parent Coordinator		1/1/01
Tricia Nakleh	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Regina Pizza	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Francesca Givelekian	Other <u>ESL Teacher</u>		1/1/01
Joann Acuna	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K238** School Name: **P.S. 238**

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.

Based on the various home languages, gathered by the ESL teachers from the respective Home Language Survey Forms, we assess the written translation and oral interpretation needs of the parent population. To that end, we furnish any important documentation and school notification letters in the respective native languages, ensuring that all parents are provided with appropriate and timely information in a language they can understand. Staff members who are bilingual, aid in both oral and written interpretation and translation as needed.

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.

Based on our home language demographics and student population, we have determined our school's written translation and oral interpretation needs. A large percentage of our school community speaks a language other than English. It is therefore necessary to disseminate information in the appropriate alternate languages. In addition, bilingual interpreters are always available to assist in oral translation when needed. Our school community is well-informed about the use of bilingual interpreters and the dissemination of information in the appropriate languages.

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 onset of the school year in September, and periodically throughout the school year, parent orientation meetings are conducted, replete with bilingual interpreters in the respective native languages of our school's parent population. Our in-house school staff and parent volunteers provide written translation and oral interpretation services. Our parent coordinator works diligently to ensure that parents are apprised of necessary information, as it relates to the students and the school community at large.

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.

As indicated in Part A; staff members and parent volunteers who are bilingual, aid in oral interpretation of any important information which parents need to be made aware of. In addition, the parent coordinator is a strong advocate for parents, and works to ensure that parents are provided with any necessary oral interpretation services.

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>.

P.S. 238 is committed to ensuring that our parents have a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As per the Chancellor's Regulation A-663, we provide translation and interpretation services that assist parents in communicating effectively with teachers, administrators, and other school personnel. School personnel are utilized when performing these translations and interpretations. Our staff includes speakers of all of the major home languages spoken within our school population. Parental notification letters are provided in students' home languages, as well as in English. Interpreters are always available throughout the school year, be it during school registration, parent-teacher meetings, parent-orientation meetings, or any other impromptu meetings that a parent may wish to have during the school day. These interpretations may take place both in-person and or over the phone, as we strive to ensure that all parents are well informed and empowered to make the necessary decisions regarding their children's education.

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: <u>P.S. 238</u>	DBN: <u>21K238</u>
Cluster Leader: <u>Jose Ruiz</u>	Network Leader: <u>Wendy Karp</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: For the 2011-2012 school year, we have hired a part-time certified ESL teacher, who has over thirty years of experience in teaching ELLs. This teacher has been hired to provide supplemental services to ELLs with disabilities in grades two through five. In addition, he provides supplemental services to recently enrolled ELLs in grades five through eight. Since ELLs with disabilities comprise 36% of our total ELL population, it is essential that we provide support to this significant group of students. This teacher will work three days per week, and will co-teach predominantly in the area of literacy.

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: For the 2011-2012 school year, we will continue to study Thinking Maps, through professional development. The Thinking Map program consists of eight maps that allow students to organize information in a graphic presentation. Thinking Maps promote higher order cognitive skills for all students, including ELLs. In an effort to further the methodical application of Thinking Maps, we will be providing specialized training to select staff members during the school day. Thinking Maps Incorporated will be providing this high-quality training for five sessions. The focus for this training session will be; utilizing Thinking Maps in conjunction with the Common Core State Standards, as well as further promoting literacy and writing skills amongst 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: Although we are not using Title III funds to support parental engagement activities, we offer a wide range of activities. This year, our school will partner with Cornell University Cooperative Extension of NYC, which offers parents an eight-session program that focuses on Health and

Part D: Parental Engagement Activities

Nutrition. The workshops will highlight the importance of; basic nutrition, the food pyramid, portion size, food safety, menu planning, food shopping and budgeting, food preparation, and physical activity. Parents will prepare nutritious and delicious recipes and taste new foods. Parents who attend all eight sessions will receive a certificate from Cornell University Cooperative Extension.

Our school will also partner with the Cook Shop program. This program, utilized with students in Kindergarten through grade two, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. While the children prepare cold dishes with these ingredients, the adults prepare hot dishes in our kitchen classroom. The program is being offered as a six-session workshop.

Upon looking at the data, we determined that we have a significant ELL population. A large ELL population brings a significant number of non-English speaking parents. The need to support parents will be met through the following: conferences, PTA meetings, newsletters, School Leadership meetings, parent orientation meetings, individual parent teacher conferences, parent field trips and frequent parent memos. In addition, our Parent Coordinator conducts ARIS and Acuity training sessions to educate parents on accessing student data. We anticipate that these programs will help parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children’s academic achievement.

Through community-based programs that inform parents about school values and expectations, parents become advocates for themselves as well as their children. We assist families with free learning courses on parenting and childrearing skills, and creating home conditions to support learning.

Part E: Budget

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

Allocation Amount: \$

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

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		