



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BARBARA

REING _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K255_____

PRINCIPAL: LINDA L. SINGER_____ EMAIL: _LSINGER2@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _LINDA WAITE_____

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
Linda L. Singer	*Principal or Designee	
	*UFT Chapter Leader or Designee	
Alice Hibsher	*PA/PTA President or Designated Co-President	
Kathy Chin	*PA/PTA President or Designated Co-President	
Allison Banhazi	SLT Chairperson	
Eileen Dash	SLT Secretary and Budget/Teacher	
Andrea Mandelberger	Curriculum/Teacher	
Cindy Victor	Safety/Paraprofessional	
Jennifer Bennett	DC 37/ School Aide	
Stacy Sobel	Parent Association	
Suk Tan Chin	Parent Association	
Joan Louie	Parent Association	
Marina Lyulina	Parent Association	
Florie Osmani	Parent Association	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

During the 2011-2012 school year, 75% of students will demonstrate more than one year's growth in their inferential thinking skills, as evidenced by student-level data collected from periodic assessments, state assessments, and Common Core Learning Standards-aligned tasks.

Comprehensive needs assessment

- Review of the 2010-2011 ELA Item Analysis revealed a deficit in inferential thinking, as evidenced by less than 60% of students responding correctly to items with performance indicators related to inferential thinking.
- Trends in student performance, based on the Fountas & Pinnell Benchmark Reading Assessments administered in fall 2011, show that students show stronger comprehension when responding to questions in the "Within the Text" category than "Beyond the Text" or "About the Text."

Instructional strategies/activities

a) Strategies and activities

- Implementation of Scott Foresman's Reading Streets across all grades to ensure consistency in reading instruction
- Primary Toolkit and Comprehension Toolkit guide strategy instruction in nonfiction
- Continual use of student work products analyzed by CCLS aligned rubrics to inform/adjust instruction as we work to implement the Common Core Learning Standards through CCLS aligned curriculum maps, units of study and rigorous lessons resulting in ELA Performance Tasks
- Teacher teams collaboratively map literacy instruction in order to ensure instructional alignment within grades, and increase the cognitive demand of tasks using Webb's Depth of Knowledge to guide our analysis
- Engage in frequent assessment, both formative and summative, to monitor student progress toward meeting the ELA standards

b) All Classroom Teachers., 1 Literacy Coach, Professional Development Team

c) Steps taken to include teachers in the decision making process

- Provide Professional development to members of the inquiry team and Reading Specialist on using data from Acuity and ARIS.
- Turnkey information on using data (retrieval and analysis) to classroom, cluster & AIS teachers
- Program Professional Development on a regular basis on differentiating instruction, Tier 1 information strategies, Universal Design for Learning strategies to develop multiple curriculum entry points for all students, Depth of Knowledge categories to ensure rigor in instruction, setting and measuring student goals.
- Weekly AIS meetings, inquiry team meetings, SAT meetings, etc., which review individual students and initiate services.
- Align teachers' objectives aligned to meet individual student needs and Common Core Standards.
- Set up measurable goals by grade according to standards-based learning.

d) Timeline for Implementation

- Implementation of the Primary Toolkit and Comprehension Toolkit beginning in September 2011
- Implementation of Reading Streets across all grades will be completed by October 2011
- Monthly teacher team meetings, beginning September 2011, to create and review literacy curriculum maps
- Monthly teacher team meetings, beginning October 2011, to analyze student work products in order to identify trends in student performance
- Student assessment
 - Fountas & Pinnell reading benchmark assessments a minimum of three times per year (September/October, January/February, May/June)
 - CCLS-aligned performance tasks in winter 2011 and spring 2012

Strategies to increase parental involvement

- Regularly scheduled SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA
- Curriculum Conferences
- Parent Teacher – Conferences
- Parent Workshops and Meetings
 - ✓ Parent meeting on “ARIS”
 - ✓ Parent meeting on the “Common Core Learning Standards”
 - ✓ Parents of 3rd, 4th, 5th Grade -ELA test prep
 - ✓ Pre/K Read Aloud
 - ✓ Art & Healthy Living
 - ✓ Family Craft Night
 - ✓ Family Science Night

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to attract highly qualified teachers, student teachers and student observers are welcomed and trained in our school.
- To retain our highly qualified teachers we provide ongoing professional development, both in house as well as out.
- Various opportunities to turnkey and engage in inter-visitation with mentor teacher, and in order to expand teacher’s capacity and meet their individual needs.
- In order to nurture highly qualified teachers time will be allotted for collaboration in an effort to foster a professional leaning community.
- Teacher teams are created by grade, subject and subgroup.

Service and program coordination

Parent involvement, Nutrition Program, Studio in a School, Afterschool programs, Common Core Learning Standard aligned programs and tasks

Budget and resources alignment**Tax Levy**

- Reading Teacher
- Fountas and Pinnell
- Reading Street
- After School programs

Title 1

- Nutrition program – Studio in a School
- Reading Teacher
- Reading Paraprofessional
- Professional Development
- Coach

NYSTL

- Raz Kids technology Website Subscription
- Brain Pop technology Website Subscription
- iPads

ASD

- iPads

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

During the 2011-2012 school year, 80% of students will demonstrate more than a year's growth in mathematical communication as evidenced by student-level data collected from constructed response items on periodic assessments, state assessments, and Common Core Learning Standards- aligned tasks.

Comprehensive needs assessment

- Review of the 2010 – 2011 Math Item Analysis revealed a deficit in mathematical communication, as evidenced by performance on short response and extended responded test items.
- Trends in student performance, based on the beginning of the year mathematics inventory and CCLS-based tasks, show that students need additional support in communicating their mathematical thinking using precise language.

Instructional strategies/activities

a) **Instructional strategies/activities**

- Implement Envision Mathematics program in grades K-5 including math journals, technology resources, and problem solving strategies.
- Provide small-group AIS instruction to meet the needs of at-risk students.
- Administer Mathematics Inventory and/or Checklist to all students in September to identify strengths and challenges, to group and plan for instruction
- Utilize results of Periodic Assessments in November, December, and April to set up interim goals throughout the year and track progress
- Mini-Benchmark Assessments and/or Unit tests are given to students bi-weekly and or monthly and evaluated by classroom teachers in order to evaluate progress and drive instruction throughout the school year
- Use the results of the previous year's State Mathematics test to evaluate progress and identify strengths and challenges for individual students based on an skills item analysis
- Provide small-group AIS instruction to meet the needs of at-risk students
- Implement touch-point math for Special Needs students

b) 1 fulltime math cluster teacher, math coach, IEP coordinator, AIS teacher, all classroom teachers

c) **Steps taken to include teachers in the decision making process**

- Provide professional development to all staff members about using CCLS aligned rubrics, UDL creating multiple curriculum entry points for all students, DOK to ensure rigorous instruction, student-level, classroom-level, and grade-level data to inform instruction
- Schedule common planning/preparation times in order to facilitate collaborative teacher teams that look at student work in order to prioritize future instruction
- Program professional development on a regular basis on differentiating instruction, setting student goals and measuring progress toward meeting goals
- Weekly AIS meetings, inquiry team meetings, SAT meetings, etc., which review individual students and initiate services.
- Align teachers' objectives aligned to meet individual student needs and Common Core Standards.

d) **Timeline for Implementation**

- Monthly teacher team meetings, beginning September 2011, to create and review literacy curriculum maps
- Monthly teacher team meetings, beginning October 2011, to analyze student work products in order to identify trends in student performance
- Student assessment
 - Periodic Assessments: November, December, April
 - CCLA-aligned performance tasks: Winter 2011, Spring 2012

Strategies to increase parental involvement

- Regularly scheduled SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA
- Curriculum Conferences
- Parent Teacher – Conferences
- Training and Professional Development Sessions
 - ✓ Title I- Family Math Night
 - ✓ Parent Workshop on NYS Math Test
 - ✓ Parent Workshop on CCLS
 - ✓ Parents of 3rd, 4th, 5th Grade -State Math test Prep

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to attract highly qualified teachers, student teachers and student observers are welcomed and trained in our school.
- To retain our highly qualified teachers we provide ongoing professional development, both in house as well as out,
- Various opportunities to turnkey and engage in inter-visitation with mentor teacher, and in order to expand teacher's capacity and meet their individual needs.
- In order to nurture highly qualified teachers time will be allotted for collaboration in an effort to foster a professional leaning community.
- Teacher teams are created by grade, subject and subgroup.

Service and program coordination

Parent involvement, Nutrition Program, Studio in a School, Afterschool programs, Common Core Learning Standard aligned programs and tasks

Budget and resources alignment**Tax Levy**

- After School Programs
- Math AIS teacher
- Touch Math K & 1
- After-School programs
- Touch-Point Math for MR students

Title 1

- Math AIS teacher
- Professional Development
- Coach

ASD & NYSTL

- iPads

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

By June 2012, 80% of our ELL population will show more than a year progress in the area of writing as determined by the adequate mastery of a range of skills for each grade level, as outlined in the Common Core Learning Standards for English Language Arts and Literacy.

Comprehensive needs assessment

- Review of the 2010-2011 ELA Item Analysis, Periodic Assessments, NYSESLAT Spring 2011 test results, as well as teacher observations of students' work and on-demand assessments revealed deficiencies in the writing modality (short response and extended response items) of ELL students, especially those with IEPs.
- Overall analysis of the school showed a trend of struggle amongst upper grade ELL students to gain proficiency in writing

Instructional strategies/activities

a) ELA, Lab-R, and test results from the prior year's NYSESLAT are analyzed at the beginning of the school year to identify our target population. These results are used for instruction for the current academic year.

Strategies and activities are implemented to address the needs of Beginner, Intermediate, and Advanced ELL students as well as ELL students with special needs. These include:

- ESL instruction through the Push In Program
- ESL instruction through the Pull Out Program
- Academic Intervention Services during school hours
- Academic Intervention Services After School for ELL students (Math, ELA, NYSESLAT test prep)
- Extended day ELL instruction targeting small groups
- Use of ARIS to drive instructional planning
- Arts in Education, Dance in Education, Studio in a School programs to address the multiple modalities

b) Staff and other resources used to implement these strategies/activities

All of our teachers are engaged in implementing strategies to increase literacy amongst our ELL students. In addition, the ESL teachers analyze, discuss, and plan for instruction in order to guide students in producing informative writing pieces. Teaching strategies are supported by Charlotte Danielson's Frameworks for teaching. ESL instructors also use Common Core Standards aligned lesson plans to assist students in conducting research and in reaching academic goals. Teachers incorporate current technologies using web-based programs, such as Raz-Kids and others, to improve student achievement. Professional development sessions are regularly provided in-house, online, and through outside agencies.

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

Monthly professional development sessions are provided for teachers to affectively address the needs of our ELL students. Grade meetings are conducted monthly to discuss and examine best practices and strategies. During the meetings, teachers are able to evaluate the effectiveness of strategies and activities implemented in our school. These also provide a forum for teachers to turn-key the latest practices in English language instruction obtained through outsources, such as professional development sessions sponsored by the NYCDOE.

d) Timeline for implementation

On a daily basis, teachers provide instruction in writing strategies such as grammar usage, spelling, vocabulary development, creating and using an effective outline, responding to literature, note-taking for re-writing, paragraph development, development and usage of graphic organizers to facilitate writing, using a rubric to improve writing skills, analyzing others' writing to provide feedback and improve editing skills.

Monthly writing samples are collected, thus, creative writing is an on-going activity where ELL students brainstorm, re-write, edit and constantly create genre-specific pieces of writing.

Periodic assessments are administered throughout the year where growth in the area of writing is expected from our students. Finally, by June 2012, the NYSESLAT and the ELA exams will be given where 80% of our ELL students will demonstrate more than a year progress in the adequate mastery of a range of writing skills on each grade level.

Strategies to increase parental involvement

- Regularly scheduled SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA
- Curriculum Conferences
- Parent Teacher – Conferences
- Learning Leaders Parent Training

- ESL Workshop Series:
 - ✓ School Survival Skills
 - ✓ Reading & Literacy
 - ✓ Math
 - ✓ Arts and Writing
 - ✓ NYSESLAT Test Prep

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to attract highly qualified teachers, student teachers and student observers are welcomed and trained in our school.
- To retain our highly qualified teachers we provide ongoing professional development, both in house as well as out,
- Various opportunities to turnkey and engage in inter-visitation with mentor teacher, and in order to expand teacher's capacity and meet their individual needs.
- In order to nurture highly qualified teachers time will be allotted for collaboration in an effort to foster a professional leaning community.
- Teacher teams are created by grade, subject and subgroup.

Service and program coordination

Parent involvement, Nutrition Program, Studio in a School, Afterschool programs, Common Core Learning Standard aligned programs and tasks

Budget and resources alignment

Tax Levy

- Reading Street

Title 1

- Nutrition Program from Studio in a School
- Professional Development
- School Counselors

NYSTL

- Raz Kids technology Website Subscription
- Brain Pop technology Website Subscription
- iPads

ASD

- iPads

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

During the 2011-2012 school year, 100% of self-contained and ICT teachers will participate in professional development to provide effective instructional supports for students with disabilities as evidenced by agendas, attendance sheets, lesson plans, observations and walk-throughs.

Comprehensive needs assessment

- The primary need that led to the generation of this goal is failure to make AYP for Student with Disabilities in ELA. As a result the school was designated as a School in Need of Improvement (Basic).
- Analysis of student proficiency ratings on the 2010-2011 NYS ELA exam revealed that many of the students with disabilities in ICT classes were on the cusp of scoring in the next performance level. Therefore, the continued development of ICT teachers (both special education and general education) is crucial to improving student outcomes.

a) Instructional strategies/activities

- Develop specialists to provide professional development to colleagues on incorporating the Universal Design for Learning into plans
- Analyze the CCLS to determine the skills/strategies required to meet grade-level standards, and develop multiple-entry points for students with disabilities
- Utilize citywide resources from the Common Core Library to plan instructional supports for students with disabilities
- Engage in frequent cycles of assessment and instruction in order to provide responsive instruction to meet the changing needs of our special education population

b) Staff- Assistant principal led professional development, IEP teacher, AIS teacher, network supports personnel, ICT teachers, Self-contained teachers

c) Steps taken to include teachers in the decision making process

- Provide professional development to all staff members about using student-level, classroom-level, and grade-level data to inform instruction.
- As well as guidance in developing effective IEPs and Smart Goals based on individual strengths and weaknesses.
- Schedule common planning/preparation times in order to facilitate collaborative grade-level teacher teams that look at student work in order to prioritize future instruction
- Schedule common planning periods for special education teachers to provide time to plan instruction incorporating the Universal Design for Learning in order to address our students' needs effectively
- Weekly AIS meetings, inquiry team meetings, SAT meetings, etc., which review individual students and initiate services.

d) Implementation timeline

- Professional development beginning in September 2011
- Weekly common preparation periods beginning in September 2011
- Special education teacher team meetings, in conjunction with Network support team, weekly beginning in September 2011

Strategies to increase parental involvement

- Regularly schedules SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA
- Curriculum Conferences
- Parent- Teacher Conferences
- Annual Review of IEPs

- Training and Professional Development Sessions
 - ✓ Meeting on “Respect for All” and Anti-Bullying
 - ✓ Internet Safety
 - ✓ Nutrition & Childhood Obesity
 - ✓ Parent to Parent – support for our Special Needs Parents
 - ✓ Parent meeting on “ARIS”
 - ✓ Parent meeting on the “Common Core Learning Standards”

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to attract highly qualified teachers, student teachers and student observers are welcomed and trained in our school.
- To retain our highly qualified teachers we provide ongoing professional development, both in house as well as out,
- Various opportunities to turnkey and engage in inter-visitation with mentor teacher, and in order to expand teacher’s capacity and meet their individual needs.
- In order to nurture highly qualified teachers time will be allotted for collaboration in an effort to foster a professional leaning community.
- Teacher teams are created by grade, subject and subgroup.

Service and program coordination

Parent involvement, Nutrition Program, Studio in a School, Afterschool programs, Common Core Learning Standard aligned programs and tasks

Budget and resources alignment

Title I

- Nutrition and Studio in a School
- Textbooks
- Professional Development

Tax Levy

- Reading Street

NYSTL

- Technology based websites

Title III

- NYSELAT Afterschool

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	0	0	N/A	N/A	3	0	1	0
1	29	0	N/A	N/A	2	0	1	0
2	0	20	N/A	N/A	3	0	2	0
3	35	37	N/A	N/A	3	0	2	0
4	35	35	45	0	3	0	1	0
5	36	34	0	0	1	0	1	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Foundations / small groups, class, 1:1, tutoring / during the day grades K,1 (Tier 1) • Wilson Reading Program – Small groups, 1:1, grade 3- 5(Tier 20 extended day (zero period) • Coach, Kaplan, Option Materials – Small groups, 1:1, class, tutoring – during the day, zero period, extended day (Tier 1 and Tier 2) • Reading Intervention Teacher – Small group – during the day, in class, zero period, extended day • Laboratories / Lexia Phonics Software – 1:1, small groups, tutoring, in class, zero period, extended day • Computers /Starfall – 1:1, small groups, tutoring – zero period, in class, extended day • I – pads – Phonics/Reading Apps. – 1:1, small groups, tutoring, in class, extended day • Phrase, sentence, and paragraph level activities for comprehension – small groups, full class, tutoring, 1:1, - during the day
Mathematics	<ul style="list-style-type: none"> • Math Resource teachers – small groups during the day grades 3 – 5, push in services. • Coach, Buckle Down Materials – Grades 3 – 5, Small groups, in class – zero period, extended day, • SRA Math Laboratories – small groups, in class, 1:1, (Tier 1 and Tier 2) • Students learn systematic methods and construct conceptual understanding in lessons that complement existing classroom instruction. • Touch-Point mathematics for students with MR • Student strengths and weaknesses are assessed and instruction is appropriately tailored to address areas of critical need. Small group instruction is provided through extended day program.
Science	<ul style="list-style-type: none"> • Science teachers provide additional instruction in s small grouped after-school program. The after-school classes contain a small group of students. • The program focuses on preparing the students for the state exam. • Students learn to use manipulatives and participate in curriculum based experiments. • Additional small group instruction is provided to fourth grade students through the school's extended day program and during zero periods.
Social Studies	<ul style="list-style-type: none"> • During class periods and small group models, students learn to analyze document-based questions • and write well developed essays based on these documents, and students learn strategies for responding to multiple - choice questions.

<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • Guidance counselors deal with health problems, crisis interventions, suicide prevention, grief and bereavement. • Staff development workshops inform and sensitize staff to signs of child abuse and neglect. • Guidance counselors confer with administration, school nurses, child abuse authorities, parents, staff and law enforcement to ensure the safety of our students. • Guidance counselors work with the School Leadership Team to plan and assess the schools current needs and concerns. • Our full time guidance counselor is the contact person for child abuse and sexual harassment. • The guidance counselor serves children with special needs as per the students IEP counseling mandate.
<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> • Provide at-risk (ERSSA) counseling and crisis intervention on the individual or group basis during the school day.
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> • Serves children with special needs, especially children with severe emotional problems as per their IEP. • ERSSA (Educational Related Support Services Aid) provides counseling by SBST personnel for at risk children. • Counseling is provided on a one to one basis or in a group setting during the school day.
<p>At-risk Health-related Services</p>	<p>Not applicable</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 22K255 **School Name:** PS 255 The Barbara Reing 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.
 - 17% of students with disabilities (SWD) met or exceeded grade-level standards in ELA for the 2009-2010 school year. 15% of SWD met or exceeded grade-level standards in ELA for the 2010-2011 school year.
 - The item skill analysis from the 2010-2011 NYS ELA exam revealed the following areas of concern for SWD:
 - Critical Analysis and Evaluation
 - Identifying main idea and supporting details in informational and literary texts
 - Summarizing and drawing conclusions from informational and literary texts
 - Written responses to short and extended response items are of particular concern for our self-contained SWD, with the vast majority of students failing to receive 50% of the possible points on these items.

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.
 - Provide additional targeted literacy instruction through the content areas, with a focus on applying critical reading strategies that will allow our SWD to analyze and evaluate content.
 - Students in self-contained classrooms will receive an additional 30 minutes of Tier 2 RTI per day, using *Concept Links Literacy*. This research-based program allows students to gain additional practice with essential reading skills and strategies while building their academic vocabulary and background knowledge. Additionally, it provides many opportunities for writing based on nonfiction texts.
 - Students in ICT and general education classrooms will receive targeted literacy instruction during the extended day program. Intervention providers will meet to analyze student work and plan CCSS-aligned instruction that is responsive to the students' identified needs. Teams will base their instruction on research-based strategies outlined in Comprehension Intervention, which are appropriate for use in guided reading, Tier 2 and Tier 3 Response to Intervention (RTI) groups.
 - An afterschool program designed especially for SWD in grades 3-5 will reinforce crucial reading skills and strategies, while ensuring that SWD receive explicit instruction to build test sophistication.

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.

The following positions are partially or fully funded with Title I SWP funds: 2 full-time instructional coaches, 1 assistant principal assigned to supervise special education teachers, and 1 reading AIS teacher. The instructional coaches and reading AIS teacher serve dual purposes with regard to professional development. In one capacity, they directly provide teachers with professional development. They also provide coverage to classroom teachers when another teacher-leader or outside agency is providing professional development. This makes it possible to have a rotating schedule of professional development Monday through Thursday, from 8:10 – 8:55 a.m. The assistant principal provides professional development to special education teachers, service providers, and general education teachers of students with IEPs.

Professional development topics that will help remove the school from school improvement include:

- unwrapping the CCSS
 - aligning instruction and assessment to the CCSS
 - Principles of the Universal Design for Learning
 - Analyzing student work/making data-driven instructional decisions
 - Fountas & Pinnell – assessing reading accuracy, fluency, and comprehension
 - Instructional Practices Inventory – developing a profile of student engagement
 - Reading Streets
 - SESIS/writing SMART goals for student achievement
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- There are 3 teachers that require mentoring as part of their NYS certification requirements. These teachers have been matched with an instructional coach, who serves as a mentor throughout the course of the mentoring period. Additionally, the administrators, coaches, and lead teachers provide on-going professional support and targeted individualized support as needed based on observation data and the analysis of student work/performance data.
 - Administrators will engage in short, frequent cycles of observation and provide timely feedback to teachers, with an emphasis on increasing academic rigor as we implement the CCSS.
 - Teachers will meet in teams to collaboratively discuss student work and identify the instructional next steps necessary to help their students meet the level of performance that the CCSS demands. This collaborative process will allow lead teachers on each grade to provide support to their colleagues.
 - Regularly scheduled professional development will be provided to grade-level teams by administrators, coaches, data specialist, and teacher leaders. This professional development will focus on a variety of topics including: CCSS-aligned instruction, Universal Design for Learning, increasing student engagement, and differentiation of instruction.
 - Flexible periods of professional development will allow the school to meet the needs of individual teachers, or groups of teachers (self-contained, ICT, etc.)
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.

The school will send home a letter informing parents of the school's SINI status, outlining the interventions being implemented, and briefly explain Supplemental Educational Services (SES). The school will schedule a parent meeting with at least ten days advanced notice. Notification will be backpacked with students in multiple languages so that the entire parent body will be aware of the meeting. The purpose of this meeting will be to provide parents with an opportunity to hear additional information about the school performance and ask questions about the programs and interventions, including Supplemental Educational Services (SES). The school will review the basics of the school AOR, the accountability status and services to which parents are entitled. Interpreters will be provided, as needed.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz	District 22	Borough Brooklyn	School Number 255
School Name P.S. 255 The Barbara Reing School			

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

Principal Linda L. Singer	Assistant Principal Susan Ehrlich, Iris Nikas
Coach Lori Caiazzo, Math Coach	Coach Janet Reynolds, Literacy Coach
ESL Teacher Naira Vaganyan, Donna Jacobs	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Beth Rocco
Related Service Provider	Other Mary O'Neill, Data Specialist
Network Leader Julia Bove	Other D. Watford, Test Coordinator

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	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	0		

D. School Demographics

Total number of students in school	834	Total Number of ELLs	136	ELLs as share of total student population (%)	16.31%
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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. When a new student with a possible language other than English is admitted to school, the secretary calls an ESL teacher and a translator, if necessary, to conduct an informal oral interview with the student and the parent. An HLIS is administered by the ESL teacher. This initial identification of the ELL/LEP student, along with LAB-R testing, is completed within 10 days of enrollment. The Spanish LAB is administered to those students whose HLIS indicates that Spanish is the primary language used in the home. The results are used to measure the student's performance in Spanish as well as to determine language dominance. LAB-R testing is administered by fully licensed ESL pedagogues Donna Jacobs and Naira Vaganyan. The Spanish LAB is administered by ESL pedagogue, Donna Jacobs. The NYSESLAT is used at the end of the school year to measure a student's progress. Data is collected from test results to drive instructional practices.
2. The parents of newly identified ELLs are invited to attend orientation sessions where they become informed, in their native languages, of the different programs offered (Transitional Bilingual, Dual Language, Freestanding ESL). ESL teachers, Donna Jacobs and Naira Vaganyan, along with the parent coordinator provide all necessary information to ensure that parents understand all three program choices. Bilingual personnel are especially provided for this session to ensure that parents understand all three program choices. Time is allocated for parents to ask questions and express any concerns they might have. The parent coordinator at our school works together with the ESL teachers and provides families with assistance in placement. Notices, video presentations, booklets, HLISs, and parent surveys are presented in the home languages of parents and students. A phone call is made to each individual parent who was unable to attend the orientation and the options are explained over the phone in their native language or arrangements are made for a one-on-one meeting. The Parent Choice form and Parent Survey are then distributed for the parent to complete.
3. Entitlement, Non-Entitlement, Non-Entitlement/Transition, and Continued Entitlement letters are sent out to the identified ELL or former ELL students in September. A copy of the letter is filed in each student's CUM. Lists of students who received letters are kept and maintained on file in the ESL office. If a Parent Choice form or Parent Survey is not returned, the ESL teacher or the classroom teacher meets with the parent before or after school to ensure that the letter is received and that the parent understands the importance of making their independent choice and having on file their evaluation of the orientation. As soon as all forms are returned, parent choices are entered on the ELPC portion of the ATS to ensure parental equity in deciding which programs would best suit their child's needs.
4. To date, we have not had sufficient requests to open a bilingual classroom i.e. fifteen students on a grade or two consecutive grades. As such, students who do not reach a proficient level on the LAB-R, are placed in a push in or pull out program which follows the allocated state mandates. In addition to utilizing the DOE translation services, we have in-house translators due to our diverse staff. Our school ensures that parental communication is made available in our students' home languages.
5. The results of the parents' surveys for the last few years have shown that the ESL Push-In, Pull-Out model has been the preferred program that our parents select. Less than 5% of parents select a transitional or bilingual program for their children. In addition to the forms, a check list is maintained by the ESL teachers with students' names, forms completed, and dates when they were returned to ensure school compliance in regard to our parents' requests, should numbers for a transitional or bilingual program increase. As of November 2011, out of our thirty-nine (39) parents of newly identified English Language Learners, thirty-six (36) requested a free-standing ESL program, two (2) requested a transitional program, and one (1) requested a bilingual program.
6. The program models offered at our school are fully aligned with our parents' requests based on the data collected from the parent

surveys. The parents who selected the transitional or bilingual model were given the names of the schools within New York City who offered these programs. These choices are kept on file and will be monitored so that a transitional or bilingual class could be opened should the number of requests warrant such an action. Students are provided with bilingual dictionaries, glossaries, translation services when necessary and technical resources to assist them in their studies.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	5	2	2	2	4	4								19
Total	5	2	2	2	4	4	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	136	Newcomers (ELLs receiving service 0-3 years)	115	Special Education	30
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	0

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	115	1	16	21	0	14	0	0	0	136
Total	115	1	16	21	0	14	0	0	0	136

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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	1	2	4	2	4	3								16
Chinese	1	4	0	2	2	2								11
Russian	13	8	5	7	10	10								53
Bengali	0	0	0	0	1	0								1
Urdu	1	1	2	5	2	5								16
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	2	0								2
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	1	1	0	0								2
Other	7	8	4	4	8	4								35
TOTAL	23	23	16	21	29	24	0	136						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Our ELL students receive freestanding ESL and all ELLs are taught by licensed, certified ESL teachers. ESL-entitled students (including special education students identified as ELLs) are served in the push-in/pull-out models. In the push-in model, the ESL teacher works with ELLs during content instruction time in collaboration with regular classroom teachers to provide language acquisition and vocabulary support. In the pull-out model, the ELLs spend the majority of their day in all-English content instruction but are brought together from various classes for English language acquisition-focused instruction given by an ESL certified teacher. All students participating in the above models receive instruction based on their LAB-R or NYSESLAT scores.

2. Currently, out of 136 ELLs, 75 are at the beginning level, 33 are intermediate and 28 are advanced. As per CR Part 154 mandates, Advanced ELLs receive instruction four periods a week (180 minutes) of ESL instruction, and Beginners and Intermediate ELLs receive instruction eight times per week (360 minutes) of ESL instruction. As per CR Part 154 mandates, Advanced ELLs receive one unit (180 minutes) of English Language Arts (ELA) instruction. Mainstream content teachers, as well as ESL teachers, use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL students can effectively acquire academic content knowledge. ESL teachers incorporating the push-in/pull-out model plan carefully with general education teachers to ensure curricular alignment. Both programs use ESL methodologies and follow ESL state standards. Students on each of these levels are taught listening, speaking, reading and writing. Because individual students vary on each level, teachers cover all modalities but dependent on the group may emphasize or spend additional time on a specific modality where one group may need some extra help. Certain patterns have been noticed in proficiency levels in the four modalities of the language acquisition. The beginners tend to require extra assistance in speaking. Intermediate students need help in reading comprehension. Writing seems to be the focal point for advanced students.

3. The methods of instruction used by teachers include sheltered approach, scaffolding, modeling, TPR (Total Physical Response), the Natural Approach, the Holistic Experience Approach - instructional models developed to meet the academic needs of ESL students in content areas and assist ELLs in acquiring grade-appropriate language skills necessary for academic success. Flexible grouping enables students with different proficiency levels to utilize their skills to the best of their abilities. While providing push-in/pull-out services, collaboration between ESL and classroom teachers continues, as well as extensive staff development for all teachers on strategies for teaching ELLs. This supports the learning process and is very beneficial for the academic improvement of ELLs. All classrooms in the school have a print-rich environment that helps to improve academic language development. All ESL and content-based materials are on appropriate levels for ELLs. The purchase of hands-on manipulatives for beginning ELLs is ongoing and up-to-date. All newcomers are being provided with additional listening materials to help acclimate and provide survival skills in their first years in the country. Our school is providing intervention services in literacy (reading and writing), extra support in small group instruction during the school day, individualized instruction during the extended day, in addition to the mandated ESL instruction, to help our ELLs make adequate progress in their learning. Instruction is differentiated according to students' needs as well as ELL subgroups. ELL groups are initially formed by

A. Programming and Scheduling Information

using data from the NYSESLAT and the LAB-R. The instruction is further differentiated based on data from the Rigby, ECLAS, and other formal assessments, in addition to teacher observations and student portfolios.

4. ELLs with Spanish as their native language are appropriately evaluated using the Spanish LAB test. Students with languages other than Spanish are not evaluated in their native languages, outside of the initial interview, since we currently only use Freestanding English as a Second Language program.

5.

a. There is one SIFE student in our school. An instructional plan is designed for this student based on the scoring data to differentiate instruction. It is based on the student's levels and needs. Since this student is a student with special needs, a full time bilingual paraprofessional is assigned to assist the student.

b. Our plan for ELLs in US schools for less than 3 years is first to acclimate them to their new surroundings and teach survival skills. Emphasis is placed on everyday language and conversational skills. Our instructional plan includes familiarising students with the letters and sound system of English and building vocabulary and conversational skills.

c. Our plan for ELLs in US schools for 4-6 years is to increase literacy, specifically in the areas of reading and writing. We increase their exposure to classical literature and authors. ELLs are being taught to make connections between content-based instruction and current global events. Afterschool Math, Reading, and NYSESLAT Test Prep programs are designed primarily to meet the needs of ELLs who are receiving service 4-6 years.

d. Currently, there are no long-term ELL students in our school, however, if in the future we receive long-term ELLs, we will use the data to specifically target each student's weakness in order to drive our instruction to increase the student's grade level.

6. Teachers of ELL-SWDs use a variety of instructional strategies and grade level materials that provide both access to academic areas and accelerate English language development. These include scaffolding, pre-teaching, using Total Physical Response, making fiction/non-fiction connections, developing test vocabulary, as well as higher order thinking skill. Teachers also use physical materials that address the multiple intelligences which ensure that ELL-SWDs continue to develop their academic strengths.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs within the least restrictive environment. Our interventions include but are not limited to: AIS, Counseling, Related Services, Parent Conferences to Develop an Action Plan, Collaboration with Community Agencies, SETTTS, Targeted Instruction, One to One Bilingual Paraprofessionals, School Assessment Team, Inquiry Team, Differentiated Instruction, Student Assessment Analysis, After School Programs for ELLs, Extended Day, Title I Push-In/Pull-Out Programs for ELA and Math, AIIP Reading Intervention, Studio in a School, Donors Choose Program, New York Historical Society Program, Ballroom Dancing, Creative Movement, Education in Dance, trips to various cultural institutions, neighborhood walks, Zero Period one on one Reading/Writing intervention.

Courses Taught in Languages Other than English ⓘ

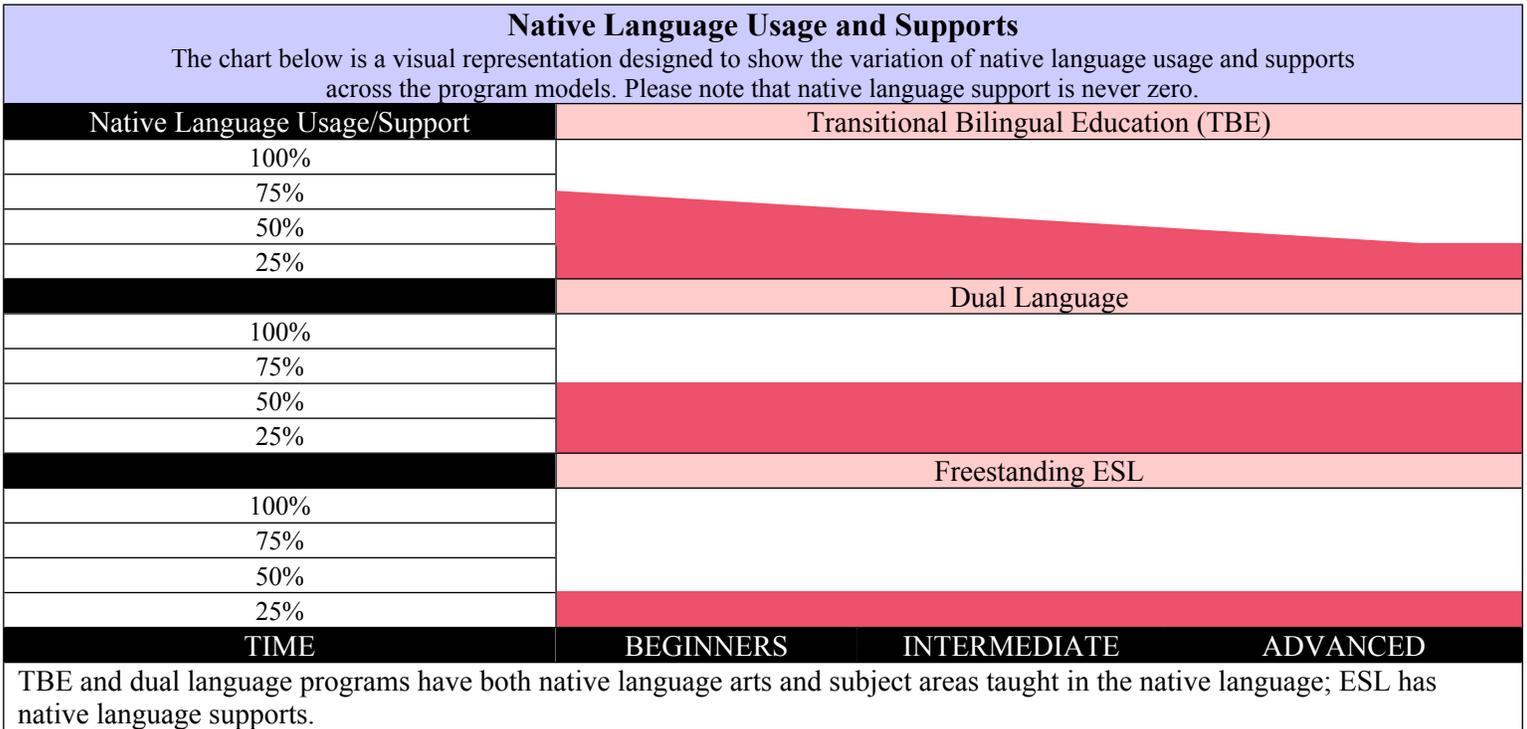
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction			Class/Content Area	Language(s) of Instruction
Native Language Arts	n/a				
Social Studies:	n/a				
Math:	n/a				
Science:	n/a				

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

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



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. In compliance with the State mandated content area testing schedule, ELL students take the following state tests: Math (3rd, 4th, and 5th graders), and Science (4th graders). The majority of our ELL students score on grade level. ELLs who have been in the system for more than one year are mandated to take the NYS ELA test (grades 3, 4, and 5). The majority scored at levels 2 and 3. Our school continues to provide all necessary support to all our ELL students so that all of them will score on level 3 or higher.

We continuously implement intensive after-school academic intervention programs for ELLs in grades 3-5 concentrating on math, reading, and test-taking strategies. The programs are designed to help ELLs who are required to take citywide and state content area tests. The materials we use are SRA Reading Laboratories, Smart Boards, Math Expressions (by Houghton Mifflin), Think-Alongs (reading comprehension books by Steck-Vaughn), ESL Series (by Scott Foresman), Cornerstone (by Pearson Longman), Getting Ready for the NYSESLAT (training for upcoming NYSESLAT test by Attanasio and Associates, Inc.), as well as LeapPad Learning System (by LeapFrog Enterprises, Inc.), various educational computer programs, etc. A vast supply of materials and programs is available to our students in the school library.

The LEP students, including students identified with special needs, who have not met the performance standards in reading, writing, listening and speaking are provided with intervention services at the school level including but not limited to AIS, Parent Conferences to Develop an Action Plan, Targeted Instruction, School Assessment Team, Differentiated Instruction, Inquiry Team, Student Assessment Analysis, Title III After School Programs for ELLs, Extended Day, Title I Push-In/Pull-Out Programs for ELA and Math, AIIP Reading Intervention, Books on Tapes, Author Visits, Read-Alouds, Grammar & Writing Program by Scott Foresman, Making Meaning by Developmental Studies Center, Studio in a School.

We use native language dictionaries and bilingual personell to support the native language connection. Within each ESL group, teachers have students research each other's countries and write paragraphs describing what they found most interesting. Students also bring in artifacts and food from their native countries to share with each other. International fairs, feasts, and trips are organized throughout the year, including an annual Pow Wow and an International Thanksgiving Feast schoolwide.

9. Our school provides continuing transitional support for two years to former ELLs who had reached proficiency on the NYSESLAT. Former ELLs receive all service support and resources available to ELL students. Also, a full range of test accomodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. These accomodations include time extensions, separate locations and/or small group administration, the use of bilingual glossaries and dictionaries, simultaneous use of English and other available language edition, oral translations for lower incidence languages, written responses in the native language, and the third reading of listening selections for the State English Language Arts assessments.

10. For the upcoming school year, our school is considering expanding our Ballroom Dancing program to the lower grades.

11. Currently, our Creative Arts afterschool program has been discontinued due to budget cuts.

12. All our ELLs are afforded equal access to all school programs.

13. Instructional materials, including technology used to support ELLs, are described in item #8.

14. Native language support is delivered to ELLs in our Freestanding ESL program through the use of bilingual dictionaries and glossaries, as well as pairing with other students with the same native language. Our multilingual staff members assist students and their parents with translation services and DOE Translation and Interpretation Unit staff is regularly used on an as needed basis. Translators are provided for all content based state test.

15. All required service support and resources correspond to ELL's ages and grade levels.

16. Our school assists newly enrolled ELL students before the beginning of the school year by offering Title III Summer School Program to those in need. Students learn math and reading as well as acclimate to the American culture by participating in class trips all around the New York City, including trips to city museums and other areas of interest.

17. Currently, language electives are not offered to ELLs in our school.

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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4. How do your parental involvement activities address the needs of the parents?

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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. Our parent coordinator, in collaboration with ESL teachers, stress the importance of parent involvement and provide all available resources on how parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in many languages, as well as assistance at our local library. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members.

2. Our school partners with other Community Based Organizations. Our parent coordinator ensures that our ELL parents receive timely notifications about free ESL classes given at libraries and other schools in the district. Learning Leader workshops, where materials and translations are available in other languages, are provided to volunteer parents who wish to assist ELL students in our school.

3. An annual survey is sent to all parents in our school to determine areas of concern. A series of ESL content area workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating the parents about school policies, as well as school "survival skills".

2011-2012 Parent Workshop Schedule:

Topic	Date	Time	P/D provider
School survival skills: Strategies for Navigating School Structures.	9/28/11		8:30 - 9:45 2 ESL teachers and the parent coordinator
Reading and Literacy Connection: Strategies for success on the NYSESLAT and ELA tests.	10/19/11		8:30 – 9:45 2 ESL teachers and the parent coordinator
Math: Using manipulatives/concrete examples to solve word problems.	11/23/11		8:30 – 9:45 1 Math Coach, 2 ESL teachers, and the parent coordinator
Arts and Writing: Ideas for enhancing artistic abilities in children.	1/18/12		8:30 – 9:45 1 Literacy Coach, 2 ESL teachers, and the parent coordinator
Test Prep: What to expect and how parents can support student success on tests.	2/29/12		8:30 – 9:45 1 Art teacher, 2 ESL teachers, and the parent coordinator

4. Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as special education, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

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

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

1. Professional development is an important key to the success of our academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. All ESL teachers will participate in monthly staff development activities, grade conferences and faculty meetings designed to improve their delivery of instruction.

2. Our school provides a PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD the teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ESL teachers help the teachers ensure that the parents understand the application process and their options.

3. Certified ESL teachers will conduct 7 ½ hours (general education) of state-mandated ESL staff development or 10 hours (special education) ESL training for faculty.

ESL materials and recourses are provided to those classroom teachers who have ELLs.

The PD sessions will cover but are not limited to the following list of topics:

- Teaching Reading and Writing using ESL Methodologies – November, 2011
- Using Classroom Glossaries and Dictionaries – December, 2011
- Differentiating Instruction for ELLs – January, 2012
- Scaffolding Language and Learning – February, 2012
- Content Area Instruction and Assessment for ELLs – March, 2012

These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers' schedules. Agendas and attendance records are kept on file with the school's staff developers, as well as with the ESL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and to share best practices which will foment student improvement. Our School Secretaries receive Professional Development on Election Day. Our school Parent Coordinator attends an ELL Professional Development that is provided by the Department of Education on an annual basis.

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. Our parent coordinator, in collaboration with ESL teachers, stress the importance of parent involvement and provide all available resources on how parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in many languages, as well as assistance at our local library. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members.

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3. An annual survey is sent to all parents in our school to determine areas of concern. A series of ESL content area workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating the parents about school policies, as well as school "survival skills".

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4. Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as special education, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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.

Title III Supplement Program Funding

In order to focus on specific needs of our significant ELL population, Title III funding supplement programs supported by CR PART 154 in several important ways: Supplementary services to the new ELLs and at risk ELLs are provided through the Title III program. The program will consist of the after school academic intervention in Math, Reading, ESL, and test-taking strategies. The classes will be taught by licensed teachers using ESL methodology. Funding by Title III helps provide intensive small group ESL/content area instructional programs, on-going professional development for teachers and programs that promote strong parental involvement. We implement intensive after-school academic intervention programs for ELLs in grades 3 -5 designed to help ELLs who are required to take city-wide and state tests. Parents are notified about these programs by letters in English and their home languages, at the orientation sessions for newly arrived ELLs, meetings with Parent Coordinator, and September/October meetings with ESL and classroom teachers.

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	13	7	1	27
5	5	13	3	0	21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		12		13		2		30
5	1		12		9		4		26
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		11		13		26
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

1. In the early grades, students are assessed using Rigby and ECLAS in order to assist teachers with student group placement. In compliance with the State mandated content area testing schedule, ELL students take the following state tests: Math (3rd, 4th, and 5th graders), and Science (4th graders). The majority of our ELL students score on grade level. ELLs who have been in the system for more than one year are mandated to take NYS ELA test (grades 3, 4, and 5). The majority scored at levels 2 and 3. Our school continues to provide all necessary support to all our ELL students so that all of them will score on level 3 or higher. We continuously implement intensive after-school academic intervention programs for ELLs in grades K-5, concentrating on math, reading, and test preparation strategies. The programs are designed to help ELLs in achieving the highest literacy levels on the required citywide and state content area tests. The materials we use are SRA Reading Laboratories, Smart Boards, Math Expressions (by Houghton Mifflin), Think-Alongs (reading comprehension books by Steck-Vaughn), ESL Series (by Scott Foresman), Cornerstone (by Pearson Longman), Strategies for Writers by Zaner-Bloser, Getting Ready for the NYSESLAT (preparation for upcoming NYSESLAT test by Attanasio and Associates, Inc.), as well as LeapPad Learning System (by LeapFrog Enterprises, Inc.), and various educational computer programs. A vast supply of materials and programs is available to our students in the school library.

While providing push-in/pull-out services, collaboration between ESL and classroom teachers continues, as well as extensive staff development for all teachers on strategies for teaching ELLs. This supports the learning process and is very beneficial for the academic improvement of ELLs. All classrooms in the school have a print-rich environment that helps to improve academic language development. All ESL and content-based materials are on appropriate levels for ELLs. The purchase of hands-on manipulatives for beginning ELLs is ongoing and up-to-date. All newcomers are being provided with additional listening materials to help acclimate and provide survival skills in their first years in the country.

2. The data patterns across proficiency levels reveal that students first become proficient in Listening and Speaking while Reading and Writing skills are acquired at a later and slower rate. Students at lower grades become proficient faster than those in the upper grades.

3. Patterns across NYSESLAT modalities will help our school drive instruction through the intervention of leveled readers, ESL texts, and strategies that address our students' needs.

4. a. The NYSESLAT is used at the end of the school year to measure adequate progress. The only way to exit the ESL program is by passing the NYSESLAT. The following is the NYSESLAT 2011 Modality Analysis by grade.

Listening/Speaking:

In First Grade: 2 Beginners, 7 Intermediates, 3 Advanced, 6 Proficient

In Second Grade: 5 Beginners, 2 Intermediates, 5 Advanced, 4 Proficient

In Third Grade: 1 Beginner, 2 Intermediates, 5 Advanced, 11 Proficient

In Fourth Grade: 6 Beginner, 2 Intermediates, 4 Advanced, 10 Proficient

In Fifth Grade: 6 Beginners, 2 Intermediates, 4 Advanced, 10 Proficient

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.

Title III Supplement Program Funding

In order to focus on specific needs of our significant ELL population, Title III funding supplement programs supported by CR PART 154 in several important ways: Supplementary services to the new ELLs and at risk ELLs are provided through the Title III program. The program will consist of the after school academic intervention in Math, Reading, ESL, and test-taking strategies. The classes will be taught by licensed teachers using ESL methodology. Funding by Title III helps provide intensive small group ESL/content area instructional programs, on-going professional development for teachers and programs that promote strong parental involvement. We implement intensive after-school academic intervention programs for ELLs in grades 3 -5 designed to help ELLs who are required to take city-wide and state tests. Parents are notified about these programs by letters in English and their home languages, at the orientation sessions for newly arrived ELLs, meetings with Parent Coordinator, and September/October meetings with ESL and classroom teachers.

Part VI: LAP Assurances

School Name: <u>P.S. 255 Barbara Reing School</u>		School DBN: <u>22K255</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda L. Singer	Principal		12/1/11
Susan Ehrlich Iris Nikas	Assistant Principal		12/1/11
Beth Rocco	Parent Coordinator		12/1/11
Donna Jacobs Naira Vaganyan	ESL Teacher		12/1/11
	Parent		12/1/11
	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
Janet Reynolds	Coach		12/1/11
Lori Caiazzo	Coach		12/1/11
	Guidance Counselor		12/1/11
Julia Bove	Network Leader		12/1/11
Dolores Watford	Other <u>Test Coordinator</u>		12/1/11

School Name: P.S. 255 Barbara Reing School

School DBN: 22K255

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary O'Neill	Other <u>Data Specialist</u>		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K255 **School Name:** P.S.255 Barbara Reing School

Cluster: Jose Ruiz **Network:** Julia Bove

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.

There are 136 ELLs at PS 255. Data shows that out of the total number of ELLs, 53 speak Russian, 16 - Spanish, 16 - Urdu, 11 - Chinese, 2 - Albanian, 2 - Haitian, 1 - Bengali, and 35 - other languages, which include Armenian, Farsi, Georgian, Moldavian, Tadjik, Turkish, Ukrainian, and Uzbek. The primary language spoken by the parent of each student enrolled in the school is determined by school personnel at the time of admission. The school provides appropriate and timely language assistance to all non-English speaking parents in their home language. This helps parents to effectively communicate with teachers, guidance counselors, school nurse, parent coordinator, and other school staff regarding critical information about their children's education.

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.

ELL pedagogues review students' Home Language Identification Surveys, the ATS data, as well as information from the initial interviews with the ELL parents to determine our school's written translation and oral interpretation needs. Currently, our ELLs and their parents speak over 40 different languages. Increasingly, our school is receiving students and parents of less common languages, specifically Farsi, Georgian, Moldavian, Tadjik, and Uzbek. Our non-English speaking parents require translation and/or interpretation of all school communication in order to best ensure their children's academic success. Current information of the primary home language is maintained and updated in the ATS and on the students' emergency cards. School staff is aware of the languages of our ELLs and all services available to effectively communicate school information with our families.

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.

P.S. 255 provides written translations of all forms available from the NYC DOE. These include but are not limited to translated versions of Home Language Identification Forms, The ELL Parent Brochures, Parent Surveys, Program Selection Forms, and Parent Notification Forms. ELL pedagogues, in conjunction with the Parent Coordinator, ensure timely provision of translated documents to parents by determining, at time of admission, their linguistic needs. Our multi-cultural/multi-lingual staff are able to provide written and oral assistance in over 15 languages in Russian, Spanish, Greek, Cantonese, Mandarin, Croatian, Creole, Turkish, Albanian, Arabic, Ukrainian, Italian, Urdu, Bengali, Hindi, Armenian, Hebrew, and Lithuanian. Parents may also bring their own interpreter, if they so choose. Communication forms sent home have a special notification alerting parents to the availability of translation services. Our school currently has 9 bilingual learning leaders speaking Albanian, Chinese, Russian, Spanish, and Urdu, who assist in providing translation services. Staff members also regularly use the DOE over-the-phone interpretation services.

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

Our school's 9 bilingual learning leaders, speaking Albanian, Chinese, Russian, Spanish, and Urdu, also assist in providing interpretation services to our non-English speaking parents. Multi-lingual staff members, our bilingual learning leaders, as well as our parent volunteers are readily available to assist during formal and informal parent interviews, parent-teacher conferences, parent association meetings, and informal parent-teacher meetings. These resources are also available for oral translations of non-essential written communications from the school. Staff members also regularly use the DOE over-the-phone interpretation services if an in-house translator is not available.

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 255 is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at: <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Our school has posted, in a conspicuous location at or near the primary entrance to our school, a sign in each of the covered languages, and most prominent covered languages, indicating the availability of interpretation services.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

P.S.255 follows the procedures outlined on the DOE's Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in regulation A-663.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.255 Barbara Reing School	DBN: 22K255
Cluster Leader: Jose Ruiz	Network Leader: Julia Bove
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 136
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

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: Title III Supplement Program Funding

Funding by Title III helps provide intensive small group ESL/content area instructional programs, on-going professional development for teachers and programs that promote strong parental involvement. In order to focus on specific needs of our significant ELL population, Title III funding supplement afterschool program have been designed for ELLs in grades K-5. It is supported by CR PART 154 with supplementary services to the new ELLs and at risk ELLs. The program will consist of the after school academic intervention in Math, Reading, ESL, and test-taking strategies. The program is also designed to help ELLs who are required to take city-wide and state tests. Parents are notified about this program by letters in English. Translations are available in parents' home languages.

Our school ensures that our ELL students reach their maximum potential in English language acquisition. Currently, out of 136 ELLs, 75 are at the beginning level, 33 are intermediate and 28 are advanced. As per CR Part 154 mandates, Advanced ELLs receive instruction four periods a week (180 minutes) of ESL instruction, and Beginners and Intermediate ELLs receive instruction eight times per week (360 minutes) of ESL instruction. Students on each of these levels are taught listening, speaking, reading and writing. Because individual students vary on each level, teachers cover all modalities but dependent on the group may emphasize or spend additional time on a specific modality where one group may need some extra help. Certain patterns have been noticed in proficiency levels in the four modalities of the language acquisition. The beginners tend to require extra assistance in speaking. Intermediate students need help in reading comprehension. Writing seems to be the focal point for advanced students.

The classes will be taught in English with support for the students' native language provided by bilingual dictionaries and online resources.

The classes will be conducted by ESL pedagogues and licensed teachers using ESL methodology. The methods of instruction used by teachers include sheltered approach, scaffolding, modeling, TPR (Total Physical Response), the Natural Approach, the Holistic Experience Approach - instructional models developed to meet the academic needs of ESL students in content areas and assist ELLs in acquiring grade-appropriate language skills necessary for academic success.

The following materials will be used to support ELLs during the after-school academic programs:

- Cornerstone, reading series by Pearson Longman - AIIP Reading Grade 3;
- Breakaway Math by Options: Levels C, D, and E – AIIP Math Grades 3, 4, and 5;
- Getting Ready for the NYSESLAT, test prep books by Attanasio & Associates, Inc. –

Part B: Direct Instruction Supplemental Program Information

NYSESLAT Test Prep Grades K-5;

- Bilingual Dictionaries by Hippocrene Books, Inc. – to be used by students during all after- school programs as needed;
- ELL K-5 Classroom Library - to be used by students during all after-school programs as needed;
- Write Source Textbooks by Great Source Education Group (Houghton-Mifflin) - AIP Reading Grades 3, 4, and 5;
- Reading Strategies by Kaplan - AIP Reading Grades 3, 4, and 5

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: Professional development is an important key to the success of our academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. All ESL teachers will participate in monthly staff development activities, grade conferences and faculty meetings designed to improve their delivery of instruction.

Our school provides PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD the teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ESL teachers help the teachers ensure that the parents understand the application process and their options. Certified ESL teachers will conduct 7 ½ hours (general education) of state-mandated ESL staff development (10 hours special education) ESL training for faculty.

ESL materials and recourses are provided to those classroom teachers who have ELLs.

The PD sessions will cover but are not limited to the following list of topics:

- Teaching Reading and Writing using ESL Methodologies – November, 2011
- Using Classroom Glossaries and Dictionaries – December, 2011

Part C: Professional Development

- Differentiating Instruction for ELLs – January, 2012
- Scaffolding Language and Learning – February, 2012
- Content Area Instruction and Assessment for ELLs – March, 2012

These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers' schedules. Agendas and attendance records are kept on file with the school's staff developers, as well as with the ESL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and to share best practices which will foment student improvement. Our School Secretaries receive Professional Development on Election Day. Our school Parent Coordinator attends an ELL Professional Development that is provided by the Department of Education on an annual basis. Teachers attend in house PDs as well as PDs conducted by the DOE. [?](#)

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent coordinator, in collaboration with ESL teachers, stress the importance of parent involvement and provide all available resources on how parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in many languages, as well as assistance at our local library. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members.

Our school partners with other Community Based Organizations. Our parent coordinator ensures that our ELL parents receive timely notifications about free ESL classes given at libraries and other schools in the district. Learning Leader workshops, where materials and translations are available in other languages, are provided to volunteer parents who wish to assist ELL students in our school.

An annual survey is sent to all parents in our school to determine areas of concern. A series of ESL content area workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating the parents about school policies, as well as school "survival skills".

Part D: Parental Engagement Activities

2011-2012 Parent Workshop Schedule:

Topic	Date	Time	P/D provider
School survival skills:Strategies for Navigating School Structures.	9/28/11	8:30 - 9:45	2 ESL teachers and the parent coordinator
Reading and Literacy Connection: Strategies for success on the NYSESLAT and ELA tests.	10/19/11	8:30 – 9:45	2 ESL teachers and the parent coordinator
Math: Using manipulatives/concrete examples to solve word problems.	11/23/11	8:30 – 9:45	1 Math Coach, 2 ESL teachers, and the parent coordinator
Arts and Writing: Ideas for enhancing artistic abilities in children.	1/18/12	8:30 – 9:45	1 Literacy Coach, 2 ESL teachers, and the parent coordinator
Test Prep: What to expect and how parents can support student success on tests.	2/29/12	8:30 – 9:45	1 Art teacher, 2 ESL teachers and the parent coordinator

Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as other resources, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

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		

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		