



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME :** JOSEPH B. CAVALLARO I. S. 281

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 21k281

**PRINCIPAL:** STEPHEN ROSENBLUM

**EMAIL:** SROSENB2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ISABEL DIMOLA

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

| Name              | Position and Constituent Group Represented   | Signature |
|-------------------|--|-----------|
| Stephen Rosenblum | *Principal or Designee   |           |
| Theresa Cardazone | *UFT Chapter Leader or Designee  |           |
| Cynthia Juarbe    | *PA/PTA President or Designated Co-President   |           |
|                   | DC 37 Representative, if applicable  |           |
|                   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                   | CBO Representative, if applicable  |           |
| Hadiya Boyd       | Member/Teacher/Chairperson   |           |
| Blasé Cannavale   | Member/Teacher   |           |
| Antony Solino     | Member/Teacher   |           |
| Grace Bonomo      | Member/Parent  |           |
| Agata Ricupero    | Member/Parent  |           |
| Maria Rosa Alonge | Member/Parent  |           |
| Greenspan         | Member/Parent  |           |

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 2012, Students with Disabilities will achieve the Performance Objective of 113 and English Language Learners will achieve the Performance Objective of 114 as stated on the NYS School Accountability Report for ELA.

### **Comprehensive needs assessment**

I.S.281 is considered a school in need of improvement focused (Year 1) due to the fact that more than one subgroup did not make AYP in ELA. Hispanics and Students with Disabilities did not make AYP. ELLs did not make AYP but made the Safe Harbor target. The ELA performance index for SWD was 78 with an Effective AMO of 113. Safe Harbor for the SWD was 85 and we were unable to meet it. The ELA performance index for ELLs was 90 with an Effective AMO of 114. ELL students surpassed a Safe Harbor of 86. The Hispanic subgroup had an ELA performance index of 111 with an Effective AMO and Safe Harbor of 115, thus not making AYP. ATS reports show that the Hispanic subgroup makes up 33.72% of the SWD self contained population, with those students being factored in twice to the accountability formula. Serving our rising ELL and SWD populations continues to be a challenge to our school as we research ways to best address the needs of these subgroups.

### **Instructional strategies/activities**

The following activities will take place between September 2011 and June 2012:

- Classroom level interventions will include: 3 periods(42 minutes each) of AIS instruction per week, 90 minute literacy blocks, Margarita Calderon's Rigor Program, Continuation of incorporating technology into ELA classrooms (BrainPop, smartBoards, laptops, ipads,)
- Provide after school remedial support to SWD and ELLs on homework help, test prep with a focus on test prep for specialized high school, ELA, Math , Science, all of which are provided by the CBO NIA, five days a week for two hours each.
- Provide Saturday academic intervention programs through participation in 21<sup>st</sup> Century Community Learning Center Grant which provides students in need of academic interventions through programs such as podcasting, drama and Saturday Academy (remediation in ELA and Math)
- Participation in Title III Saturday ELL Academy to provide academic intervention in ELA and the skills required to pass the NYSESLAT exam
- All ESL teachers continuously assess and create groups based on student proficiency levels (beginner, intermediate, advanced) with students moving as they advance
- All teachers of ESL and SWDs receive interpretation of item skills analysis for their students on previous year's results by the Data Specialist and grade assistant principals
- All ELA teachers of ESL and SWDs will implement the new CCSS in grades 6,7,8 classrooms
- Curriculum development, instructional strategies, assessment, understanding rubrics, test prep professional development workshops will be held for teachers at grade meetings, on staff development days, on common preps, and at departmental meetings,
- Data Specialist will provide assistance with access to Acuity and nyStart assessment results so teachers may groups students according to their needs for small group instruction.
- Inquiry Teams will discuss results of various assessments to promote data driven approach to instruction on an ongoing basis during

collaboration time on Extended Day Thursdays.

- Quarterly student SMART goals will be reviewed by the ELA Department Asst. Principal to determine best practices in ELA instruction
- Utilization of Extended Day Thursdays to expand the inquiry process through teacher collaboration
- Utilization of the newly acquired ipad2s through the Title I ELL Enrichment Grant to promote literacy through small group instruction
- Utilization of school website and teacher web pages to foster home/school partnerships
- Provide counseling and support targeting needs of SWDs and ELLS
- Teachers will also utilize edperformance on a quarterly basis and test students in Language Arts and Reading to determine if there is an increase in students' lexile levels
- Utilization of Periodic Assessment Results to determine if SWDs and ELLs are showing improvement
- Asst. Principals will conduct informal and formal observations of ELA teachers of SWDs and ELLs to locate evidence of academic rigor, differentiated instruction and student engagement.
- Individual and small group instruction of at risk students through SETSS teachers.
- Teachers trained in the Wilson Program will work with at risk SWD and ELL students who scored a Level 1 on the NYS ELA Exam during Extended Day Tuesdays and Wednesdays for 50 minutes.

**Responsible Staff Members Include:** Asst. Principals, School Assessment Team, Data Specialist, ESL and Special Education Teachers, 21<sup>st</sup> Century and Title III Saturday Academy Staff.

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

- Parent Coordinator will conduct workshops on balanced literacy, ELA standards and Common Core State Standards
- ESL Coordinator will provide workshops for ESL parents
- As part of the 21<sup>st</sup> Century grant, workshops for parents will be conducted by CBO for parents on Saturdays during the 21<sup>st</sup> Century Saturday Academics Program
- Assistance will be provided to parents in understanding city, state, and federal standards and assessments
- Materials and training will be provided to parents to help them work with their children to improve their achievement level ( literacy, math, use of technology)
- Written and verbal progress reports will be periodically given to parents to inform them of their children's progress
- Assistant Principals will conduct parent workshops on topics that include grade level curriculum and assessments and expectations, literacy and technology training to building parental capacity to help their children at home
- Principal and Data Specialist will conduct workshops on helping parents understand accountability system, ie: NCLB/State Accountability Status, student proficiency levels, Annual School Report Card and Progress Report, Quality Review Report and Learning Environment Survey Report.
- Schedule additional parent meetings at flexible times such as meetings in morning or evenings to share information about school's educational program and other initiatives of the Chancellor, as well as discuss all of the above
- Parent Coordinator and teachers will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions.
- ESL Coordinator will identify language preferences for parents when providing letters to increase communication.
- Monthly calendars and NYCDOE translation hotline is provided to support home school connection

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

- Attend citywide sponsored job fairs, utilize openhire.com, and work closely with the HR partner at CFN 107 headquarters to attract Highly Qualified Teachers;
- Utilization of highly qualified substitute teachers with the hopes of hiring them in the future
- Support teachers in attaining permanent state certification in their subject area and offer professional development specific to the needs of the building
- Expand the working relationship with Brooklyn College to bring student teachers to I.S. 281 with the hope of hiring highly skilled and qualified teachers

### **Service and program coordination**

- School has established after school and Saturday programs that focus on improving the reading, writing and problem solving skills for at risk students, including SWDs and ELLs.
- Attendance meetings are conducted monthly.
- PPT meetings are conducted every Wednesday with each grade and the Guidance Department holding a meeting one a month

### **Budget and resources alignment**

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to be flexible in nature to better meet the needs of all of our students. It will allow us to implement this action plan from September 2011 through June 2012 as indicated below:

- Teacher and supervisor per session for Saturday Programs for academic interventions
- Consumable materials for use during Saturday programs
- Professional instructional materials to support curriculum development during regular school hours
- Instructional materials and hardware to support our ELL program during regular school hours and Extended Day

## 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**

60% of Grade 6 (225 out of 375) and Grade 7 (236 out of 393) will improve the quality of writing by making a jump of one point on a four point school-wide standards based writing rubric by June 2012.

### **Comprehensive needs assessment**

Last year's outcome of the ELA in grades 6 & 7 resulted in too many students requiring a promotional portfolio. Upon closer examination by the administration and PD consultant from Teaching Matters, it was determined that there was a need for a complete overhaul of the writing curriculum in grades 6 & 7 due to the poor quality of the writing and lack of rigor.

### **Instructional strategies/activities**

The following activities will take place between September 2011 and June 2012:

- PD Consultant from Teaching Matters will utilize Writing Matters as a resource to develop writing lessons for the 6<sup>th</sup> and 7<sup>th</sup> grade ELA teachers.
- New Teachers of ELA will be invited to attend the Writing Matters professional development workshops offered by Teaching Matters on each of the quarterly writing units.
- ELA teachers will meet with PD Consultant during lunch to work on aligning the CCSS and instructional expectations with the writing units
- ELA teachers will also collaborate during Extended Day Thursdays to work on creating literary tasks for each ELA CCSS unit.
- Observations will be focused on the writing process and tiered writing lessons.
- Informal observations will be conducted regularly during the writing block.
- Common preparation for Tuning Protocol and CAS- Collaborative Assessment Conferencing will be given by CFN 107 Achievement Coach to ELA teachers during lunch and learn workshops
- ELA teachers will identify and track at risk students in writing
- ELA teachers will align student writing to reflect rubrics used in NYS ELA assessments
- Bulletin boards within the classrooms and outside the hallways will contain exemplary written essays from all content areas.
- All content area teachers will make sure that they incorporate a writing component on their classroom assessments
- ELA teachers will administer baseline writing assessments to all students and analyze the results to inform instruction and set targets.

**Responsible Staff Members Include:** 6<sup>th</sup> & 7<sup>th</sup> Grade Assistant Principals, 6<sup>th</sup> & 7<sup>th</sup> Grade ELA Teachers, Literacy Assistant Principal, Technology Coach, PD Consultant from Teaching Matters, 6<sup>th</sup> & 7<sup>th</sup> Grade Content Area Teachers,

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

- Written and verbal progress reports will be periodically given to parents to inform them of their children's progress
- Assistant Principals will conduct parent workshops on topics that include grade level curriculum and assessments and expectations, literacy and technology training to building parental capacity to help their children at home
- Parent Coordinator will conduct a Family Literacy Night for parents
- Parent Coordinator and teachers will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions.
- ESL Coordinator will identify language preferences for parents when providing letters to increase communication.
- Monthly calendars and NYCDOE translation hotline is provided to support home school connection

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

- Attend citywide sponsored job fairs, utilize openhire.com, and work closely with the HR partner at CFN 107 headquarters to attract Highly Qualified Teachers;
- Utilization of highly qualified substitute teachers with the hopes of hiring them in the future
- Support teachers in attaining permanent state certification in their subject area and offer professional development specific to the needs of the building
- Expand the working relationship with Brooklyn College to bring student teachers to I.S. 281 with the hope of hiring highly skilled and qualified teachers
- Best Practices in Writing will be highlighted at Departmental Meetings along with the delivery of new scientifically based teachings of writing strategies
- Teachers will conduct intervisitations of model classrooms with exemplary writings
- Peer collaboration on exemplary writing lessons during Extended Day Thursdays where teachers are able to develop a professional community to improve their teaching strategies
- Teachers will become members of organizations such as National Council of Teachers of English, National Council of Reading Teachers, etc and will subscribe to websites such as engagenyc.org, commoncore.org and parconline.org
- Teachers will utilize ARIS Connect and its vast professional library of professional development articles, videos, etc along with teachscape.com with its professional library of videos and articles

### **Service and program coordination**

- School has established afterschool and Saturday Programs through 21<sup>st</sup> Century and Title III that focus on improving writing skills for at risk students
- Attendance meetings are conducted on a monthly basis.

### **Budget and resources alignment**

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to be flexible in nature to better meet the needs of all of our students. It will allow us to implement this action plan from September 2011 through June 2012 as indicated below:

- Title I 10% for Professional Development used to pay for fraction of Technology Coach, fraction of Asst. Principal,
- Title I 10% for Professional Development used to pay for PD Consultant from Teaching Matters
- Professional instructional materials to support curriculum development during regular school hours
- Teacher per session for Saturday Programs for academic interventions

### 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, 90% of the teaching staff (79 of 88) will post homework assignments and student performance indicators (tests, quizzes, homework, projects) online for easy access by parents/guardians thus bridging the school to home connection.

#### **Comprehensive needs assessment**

I.S. 281 supports the system wide goal of welcoming and respecting all parents in their child's educational process. Research supports finds that when students graduate from the elementary schools and enter the middle schools, parental involvement declines significantly. As a result, many students fail to achieve their maximum potential at the middle school level. Therefore, parental involvement is a major goal. Although we have an onsite parent coordinator who works with parents to address issues and concerns, we still need to provide support activities through parent involvement by actively involving parents in the school experience. PTA meetings and workshops focus on creating a community for learning but again parental involvement/attendance at these meetings and workshops is dismissal.

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

The following activities will take place between September 2011 and June 2012:

- *Teachers will be advised of the policy on teacher websites in the Administration Policies Handbook during PD workshops the first day of school.*
- *Teachers will devote a section of their evidence binders/portfolios to data analysis from engrade.com of students' progress*
- *Grade Assistant Principals will monitor the development of teacher websites.*
- *.ESL Coordinator and ESL Teachers will identify language preference for parents when providing letters home to increase communication*
- *Our school newspaper, the New Image, will be posted online on our school website, is281.com*
- *Grade Assistant Principals will update their Grade webpage on a weekly basis.*
- *ESL Coordinator and ESL Teachers will identify language preference for parents when providing letters home to increase communication*
- *Assistant Principals will utilize the calendar feature to list all lunch and learn workshops, faculty and departmental meetings which allow teachers to register for them and keep a running attendance log.*
- *Technology Coach will assist teachers with incorporating music and additional information on teacher webpages.*
- *Departmental Meetings will focus on online grading system: Engrade and teachers will be encouraged to utilize it for their recordkeeping.*

**Responsible Staff Members:** All assistant principals, Technology Coach, Data Specialist, entire teaching staff at I.S. 281, Parent Coordinator

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

- Parent Coordinator will provide ARIS ParentLink Workshops throughout the year.
- Parent Coordinator will set up laptop stations during Orientation Evening so parents/guardians can input their email addresses into the school website's database.
- Technology Coach will conduct workshops on Accessing your Child's Engrade Account (electronic gradebook), Exploring Teaching Webpages, Emailing Teachers, Cyber Bullying/Cyber Safety
- Distribution of our school newspaper, monthly, at PTA meetings, SLT meetings and posted online on the school's website to keep parents informed about what is happening at school
- Technology Coach will continually update the parent component of our website, [www.is281.com](http://www.is281.com)
- Parent Coordinator and teachers will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions.
- ESL Coordinator will identify language preferences for parents when providing letters to increase communication.
- Monthly calendars and NYCDOE translation hotline is provided to support home school connection

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

- Technology Coach will provide lunch and learn workshops on incorporating technology into your lessons ( blogging, powerpoints, educational websites, voice threads, tutorials, etc.)
- Technology Coach will provide lunch and learn workshops to new teachers on creating a teacher website, posting homework assignment, responding to parent emails, using electronic gradebook-engage.com
- School website will showcase technology best practices.

### **Service and program coordination**

- Attendance meetings conducted monthly.
- Safety meetings conducted monthly.

### **Budget and resources alignment**

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds and human resources to be flexible in nature to better meet the needs of individual students. It will allow us to implement this action plan from September 2011 through June 2012 as indicated below:

- Title I 10% for Professional Development to fund a fraction of one assistant principal's salary and one technology coach's salary
- NYSTL funds to purchase computer hardware
- Maintenance Plan to service over 1800 laptops

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>1</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>2</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>3</b>  |                                    |                                    | <b>N/A</b>                         | <b>N/A</b>                         |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  | 101                                | 148                                |                                    |                                    | 18  |  | 6                                      |  |
| <b>7</b>  | 230                                |                                    |                                    |                                    | 4   |  |  | 4                                      |
| <b>8</b>  | 128                                | 195                                |                                    |                                    | 3   |  | 15                                     |  |
| <b>9</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>10</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>11</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>12</b> |                                    |                                    |                                    |                                    |   |  |  |  |

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

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

| Name of Academic Intervention Services (AIS) | Description  |
|--|--|
| <p><b>ELA</b></p>                            | <ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> is conducted in a small classroom setting with instruction, performed after school on Tuesdays through Thursdays for fifty minutes. It is aligned with state and city standards to provide all students, especially those who do not meet performance standards, with extra assistance with materials taught or areas in need of improvement.</li> <li>▪ <b>Summer Success Academy Program</b> sponsored by the DOE serves students in small classroom settings who are at risk of failure, as identified through current promotional criteria standards.</li> <li>▪ <b>ELA Academy and ELL Academy</b> are Saturday programs conducted in small group settings where students who have not met the standards as determined by performance on state tests, are receive targeted instruction. Instruction is individualized to allow teachers to model reading/writing strategies and provide 1:1 attention in the decoding and comprehension strategies needed to perform or exceed state and city standards. ELL Students who have met the standards, but require enrichment activities in reading and writing to move them to the advanced and proficient levels are also serviced.</li> <li>▪ <b>21<sup>st</sup> Century Academic Enrichment Saturday Program</b> provides learning through technology in ELA, Math, and Science for three hours every Saturday for seventeen sessions with instruction provided in small groups no larger than 15-20 students.</li> <li>• <b>Wilson Reading Program</b> is designed for students who struggle with decoding and spelling. Instruction is multi-sensory, systematic (sequential and cumulative), direct and diagnostic where the teaching plan is based on continuous assessment of students’ needs. It addresses the areas of phonemic segmentation, alphabetic principle-sound/symbol relationships, decoding, encoding, advanced word analysis, vocabulary development, sight word recognition, fluency and comprehension with visualization and meta-cognition.</li> <li>• <b>AMPS Reading System</b> is a scientifically research based reading program for striving middle school readers who are reading at a third-to-fifth grade level. It teachers one reading comprehension strategy at a time, beginning with those that have shown to result in the fastest student gains. It also builds valuable academic vocabulary students need to read successfully across the academic content areas, providing students multiple opportunities to master meaning. It increases fluency through guided oral reading using teacher modeling, direction instruction, research insights, and</li> </ul> |

|                           |  |
|---------------------------|--|
|                           | <p>practice. It is implemented during school hours for one period three times a week. .</p> <ul style="list-style-type: none"> <li>• <b>Urban Arts Partnership</b> is a program that meets the intellectual, social, and artistic needs of students in an effort to close the achievement gap. It is provided by a facilitator that encourages students to build confidence, leadership, and team-building skills through dramatic activity. It allows students to examine self-regulatory techniques within a functional structure and create trusting relationships between students while increasing academic performance</li> <li>• <b>Rigor Program-</b> conducted in small groups provides instruction to ESL and special education students on improving reading comprehension skills, writing skills and phonics skills. The students practice and apply reading strategies-with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. To this aim, a variety of materials, as listed in the budget summary, will be used to assist the students in language acquisition, the development of reading comprehension strategies and writing skills.</li> </ul>   |
| <p><b>Mathematics</b></p> | <ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> conducted in small classroom settings, no larger than 10 students, Tuesdays through Thursdays for 50 minutes. It provides instruction that is aligned with NYC and NYS standards which will improve student performance in mathematical skills, concepts and problem-solving for students in Grades 6-8, especially those identified by classroom teachers requiring remediation.</li> <li>▪ <b>NYS Math Preparatory Program</b> is a month-long prep program provided during school hours to all students in Grades 6, 7, and 8 with prep materials combined with instruction that is data-driven. The schedule provides month long in-class and at-home practice sessions for our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders. Using classroom textbooks and specified test materials, lessons are prepared that combine mandated curriculum with specific test prep techniques to ensure maximum performance on the statewide reading test. A pre-program practice assessment helps to diagnose strengths and weaknesses that provide the basis for lesson planning. A medial and final practice test tracks improvements, reinforces test sophistication and provides information needed to fine-tune lessons.</li> <li>▪ <b>21<sup>st</sup> Century Academic Enrichment Program</b> provides learning through technology in ELA, Math, and Science for three hours every Saturday for seventeen sessions.</li> <li>▪ <b>AIS Program</b> is conducted in a reduced class which meets three times a week for one period (45 minutes). It provides remediation around problem solving examples that relate to content and process strands presented with a multitude of strategies to students who scored a Level 2 on the NYS Math exam.</li> </ul> |

|  |  |
|--|--|
| <p><b>Science</b></p>  | <ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> provides small group instruction, no larger than 10 students, Tuesdays through Thursdays, for fifty minutes. It allows for an increase in student achievement through a standards-based, data-driven, inquiry/project based model of instruction. Students are targeted by “their subject area teacher” as not meeting standards in Intermediate Science and address areas of skills deficits. Enrichment activities are also provided for those students in Grade 8 who will take the Intermediate Level NYS Science Test and Regents in June.</li> <li>▪ <b>21<sup>st</sup> Century Academics Enrichment Program</b> see description above</li> <li>▪ <b>Prime Science</b>-conducted in small groups for one hour sessions during Saturday Programs, Prime Science Leveled Texts and Differentiated Texts from Benchmark Education increases students understanding and motivates interest with differentiated Science nonfiction that keeps them engaged. Identical texts are written at on-grade reading level and two grades below. Students are presented information in a variety of engaging formats, including hands on activities. The reading materials also assist students in mastering core Science standards.</li> </ul> |
| <p><b>Social Studies</b></p>                                       | <ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> provides small group instruction no larger than 10 students, Tuesdays through Thursdays, for fifty minutes. It is an effective program of standards-based Social Studies and History instruction that incorporates literacy skills. It especially targets those students identified by their subject area teachers as not meeting state standards in Social Studies and addresses areas of skills deficits as evidenced by report cards grades and in-class assessments.</li> <li>▪ <b>Prime Social Studies</b>-conducted in small groups in one hour sessions during Saturday Programs, Prime Social Studies Leveled Texts and Differentiated Texts from Benchmark Education increases students understanding and motivates interest with differentiated Social Studies nonfiction that keeps them engaged. Identical texts are written at on-grade reading level and two grades below. Students are presented information in a variety of engaging formats, including hands on activities. The reading materials also assists students in mastering core Social Studies standards.</li> </ul>   |
| <p><b>At-risk Services provided by the Guidance Counselor</b></p>  | <p>Services are provided both throughout the school day and during the Extended Day 50 minutes for at risk students. These services include social and emotional goals development, conversations about academic issues and strategies are discussed to improve students’ academic standing.</p>   |
| <p><b>At-risk Services provided by the School Psychologist</b></p> | <p>The school psychologist will offer clinical services, agency referrals and educational, social goals development during the school day on an as needed basis to at risk students. This service will identify emotional, social and educational factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>   |

|   |   |
|---|---|
| <b>At-risk Services provided by the Social Worker</b> | Services are provided during the school day for students who are experiencing social and emotional issues. These services include one-to-one counseling, small group counseling and meeting with parents regarding students' emotional state.             |
| <b>At-risk Health-related Services</b>                | Services are provided during the school day to meet the physical and medical condition of all students. These services include conversations with students and their families about the services available regarding their particular medical conditions. |

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

Our school, Joseph B. Cavallaro I.S. 281, 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 of Joseph B. Cavallaro I.S. 281, 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. The School-Parent Compact is in effect during the school year 2011-2012.

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

**Joseph B. Cavallaro I.S. 281 will:**

1. *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;
2. *Support home-school relationships and improve communication by:*
  - conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*3 . 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;

*4. 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:**

We, as parents, will support our children's learning in the following ways:

- 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:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- 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;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn. Record all assignments in their Student/Parent Homework Planner;
- Read at least 30 minutes every day outside of school time;
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day;
- Bring to school only those materials the school deems necessary for learning;
- Wear clothing that conforms to our dress code;
- Maintain their self respect and will exhibit respectful behavior toward all staff members and fellow students;
- Respect the property of others and all school property;
- Use acceptable language at all times;

- Adhere to all safety regulations;
- Not leave the building without permission and will not bring or allow intruders into the building;
- Not bring walkmans, electronic games, beepers, cards, cell phones or anything not related to school work into the building;
- Follow the discipline code of conduct.

**SIGNATURES:**

Joseph B. Cavallaro I.S. 281 \_\_\_\_\_

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

**2011-2012 SINI Grant School Chart**  
**Funding Period – September 1, 2011 to August 31, 2012**

School DBN: \_21K281\_ School Name: \_Joseph B. Cavallaro I.S. 281

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M, and N on the SINI schools 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

List all accountability measures (ELA, Mathematics, Science, and/or Graduation Rate) identified for improvement. Include the grade level (Grades 3-8 and/or High School) and specific subgroups (All Students, Asian, Black, Hispanic, Native American, White, Multi-racial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities) that did not make AYP.

*Note: For below, your accountability measure and subgroups can be found in the columns noted below.*

| Grade 3-8 Identifications | High School Identifications |
|---------------------------|-----------------------------|
| 3-8ELA: SWD, Hisp         | COLUMN T                    |
|                           | COLUMN U                    |
|                           | COLUMN V                    |

In the chart below, describe the activities you wish to fund in order to implement your SINI response plan. For each activity:

- Indicate the Activity Type as either:  
(A) Implementing a recommendation from a prior SQR, ESCA, or JIT, or  
(B) Implementing Common Core State Standards (CCSS), Data Driven Inquiry (DDI), and/or the new teacher and principal evaluation system/Annual Professional Performance Review (APPR).
- For actions coded as Activity Type (A), include in your Description of Activities the recommendation and the page in the report where it can be found.
- For professional development activities, include in your Description of Activities the research basis for the activity and how you will measure its impact.
- Include the dates, object code, and costs for each activity.

| Description of Activities  | Activity Type (A) or (B) | Activity Dates               | Object Code | Associated Costs |
|--|--------------------------|------------------------------|-------------|------------------|
| <p><i>In order to meet and exceed State Specific and Common Core State Standards through programs that prepare students for success on rigorous NYS requirements and standardized test, Joseph B. Cavallaro I.S. 281 will use SINI funds for the following:</i></p> <p><b>Kaplan Keys: New York – student edition</b></p> <ul style="list-style-type: none"> <li>• <b>Grade 6 (200) @ \$13.95= \$2,790.00</b></li> <li>• <b>Grade 7 (200) @ \$13.95 = \$2790.00</b></li> <li>• <b>Grade 8 (200) @ \$13.95= \$2790.00</b></li> </ul> <p><b>Kaplan Advantage: New York – student edition</b></p> <ul style="list-style-type: none"> <li>• <b>Grade 6 (200) @ \$13.95= \$2,790.00</b></li> <li>• <b>Grade 7 (200) @ \$13.95 = \$2790.00</b></li> <li>• <b>Grade 8 (200) @ \$13.95= \$2790.00            total= \$16,740.00</b></li> </ul> <p><b>Kaplan On Site Coaching Implementation Services will build educator capacity by supporting teachers and administrators in implementing research based instructional approaches. Coaches will assist educators in delivering standards-aligned curriculum and in differentiating instruction for students who need additional support. Educators will participate in the collaborative learning process that incorporates practical instructional tools through the Kaplan</b></p> | B                        | 1/4/12-4/13/12               | 199         |                  |
|  | B                        | 1/12/12<br>2/16/12<br>4/5/12 | 489         | \$3150.00        |

|   |  |  |  |             |
|---|--|--|--|-------------|
| <p><b>coaching method. During the coaching sessions, teachers will:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflect about their own practices so they can improve classroom instruction and better support student learning;</b></li> <li>• <b>Analyze standards-aligned curriculum and differentiate instruction to support students who need additional help;</b></li> <li>• <b>Build capacity and carry the skills they learn by using practical approaches and research-based tools in the classroom;</b></li> <li>• <b>Become equipped with a repertoire of instructional strategies, lessons and intervention approaches to help them make sound instructional decisions;</b></li> <li>• <b>Analysis of reports to reflect upon results and make data driven decisions to improve student performance.</b></li> </ul> <p><b>Each day of coaching services includes six hours where the Kaplan coach will:</b></p> <ul style="list-style-type: none"> <li>• <b>Conducts classroom visits, co-teach or models; or</b></li> <li>• <b>Provides pre-, during-, or post- lesson deliver and reflection; or</b></li> <li>• <b>Conducts analysis of reports with teachers to reflect upon results and make data driven decisions to improve student performance; or</b></li> <li>• <b>Conducts one-on-one meetings with teachers to share resources, to discuss instructional strategies, to collaborate on lesson planning, and to reflect on teaching; or</b></li> <li>• <b>Provide small group sessions with teachers( during lunch and learns or common preparatory periods) to review best instructional practices with associated resources; or</b></li> <li>• <b>Consult with administration to analyze needs, make recommendations for the coaching focus, and set milestones and goals.</b></li> </ul> |  |  |  |             |
| <b>Total amount for this school:</b>  |  |  |  | \$19890.00* |
| <p><i>For internal purposes only:</i><br/> Programmatic approval (SIL): _____<br/> Fiscal approval (CFN): _____</p>   |  |  |  |             |

\* Grant funds may not be used for construction, renovation, furnishings, or acquisition of technology. Charts with supplies and materials in excess of 10% of the grant (\$2,000) will not be approved.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

|  |                    |                         |                          |
|--|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader <b>Corinne Anselmi/Nancy Scala</b> | District <b>21</b> | Borough <b>Brooklyn</b> | School Number <b>281</b> |
| School Name <b>Joseph B. Cavallaro</b>                           |                    |                         |                          |

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

|  |  |
|--|--|
| Principal <b>Stephen Rosenblum</b>                       | Assistant Principal <b>Kevin Adelson</b>     |
| Coach <b>n/a</b>   | Coach <b>n/a</b>                             |
| ESL Teacher <b>Helen Yip/ESL Coordinator/Tchr</b>        | Guidance Counselor <b>Danielle Thompson</b>  |
| Teacher/Subject Area <b>Valerie Hurd/ESL/ELA Tchr</b>    | Parent <b>Christina Tiari</b>                |
| Teacher/Subject Area <b>Randi Posner-Marino/ESL Tchr</b> | Parent Coordinator <b>Katherine Fariello</b> |
| Related Service Provider <b>Nicole Nies/SETSS Tchr</b>   | Other <b>Maria Delfini/A.P.O.</b>            |
| Network Leader <b>Nancy Scala</b>                        | Other <b>Jennifer Moran/Librarian</b>        |

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

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

|  |          |  |  |  |  |
|--|----------|--|--|--|--|
| Number of certified ESL teachers   | <b>3</b> | Number of certified bilingual teachers   |  | Number of certified NLA/foreign language teachers              |  |
| Number of content area teachers with bilingual extensions                    |          | Number of special education teachers with bilingual extensions   |  | Number of teachers of ELLs without ESL/bilingual certification |  |
| Number of teachers who hold both a bilingual extension and ESL certification |          | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification |  |  |  |

### D. School Demographics

|                                    |             |                      |            |   |               |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>1225</b> | Total Number of ELLs | <b>217</b> | ELLs as share of total student population (%) | <b>17.71%</b> |
|------------------------------------|-------------|----------------------|------------|---|---------------|

## 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. 

At IS 281, when parents first enroll their child in our school, the pupil personnel secretary informs the ESL coordinator, Ms. Yip, an ESL certified teacher, to provide the following assessment: HLIS, along with an informal interview of the student in the native language if necessary. Within ten days, the ESL coordinator collects the HLIS and determines if a language other than English is spoken in the home. The original HLIS is placed in the student's cumulative record card and a copy is placed in a folder by the ESL Coordinator who stores it in her file cabinet in room 339. Within ten of registering, the ESL Coordinator administers the LAB-R to the students to establish their English proficiency level. Students that score below proficiency on the LAB-R become eligible for State mandated services for ELLs. Spanish speaking ELLs who score below proficiency level on the LAB-R are also administered the Spanish LAB-R by a Spanish speaking pedagogue. It is also part of the ESL coordinator's responsibility to show the incoming parent a DVD informing them of the program options which include Freestanding ESL, Transitional Bilingual and Dual Language. Parents are asked to choose an option and rank them in order of preference. If the parent's home language is not available on the DVD then the ESL Coordinator, Ms. Yip will contact the Language Interpretation Unit of the DOE or have identified staff members available to translate and clarify any questions the parent may have. If students are already identified as ESL, then we use their NYSESLAT levels, NYS ELA and NYS Math test scores, along with data from ARIS to place the students accordingly into an identified ESL class. We determine the students' strengths and weaknesses from an item skills analysis report and from the components of the NYSESLAT, in order to set goals for these students. Parents are advised that if they do not return the parent choice letter, the default choice is a Transitional Bilingual Program, as per CR Part 154. Those parents that have chosen bilingual or dual language are informed that Cavallaro currently does not have a bilingual or dual language program, however students will be placed on a waiting list until fifteen students across two consecutive grades allow us to open up a new section. If the parent's first option is not a Freestanding ESL Program, we offer them the option of transferring to a school with their chosen program. They have chosen to stay with the free standing ESL program, which upon reviewing parent surveys and program selection forms for the past three years, has been the trend at I.S. 281 in program selection. Currently, there are not enough parents requesting a bilingual or dual language program to warrant this school to create a new program. If a parent wants to make a program change, they must meet with an administrator and the ESL Coordinator, Ms. Yip to discuss the implications of the change and options. A translator is provided for the parent if needed and administrators provide data to help make the best academic decision for the student.

The parent choice letters are kept in a file by the ESL Coordinator, Ms. Yip in room 339 and periodically reviewed to see if the school is meeting the requests of the parents. An Excel file document is kept by the ESL Coordinator, Ms. Yip identifying parent choices. Every September, during our school-wide orientation evening, ELL teachers are available to discuss standards, assessments, expectations and requirements of our ELL program. Five parent workshops are also held during the course of the school year. In addition, our Parent Coordinator and other staff members are actively used to help translate for our non-English speaking parents. Letters that go home to parents of ELL students are distributed in most home languages.

Each year in the spring, each ELL is administered the NYSESLAT to determine language proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ESL Coordinator, Ms. Yip, provides the Testing Coordinator, Ms. Delfini, with a list of all entitled ESL students. RLER and RLAB reports are produced from ATS to ensure compliance and test security sheets are kept on file ensure all four parts were administered to each student. Each year the student scores below proficiency on the NYSESLAT as determined from an RLATand/or RNMR, the ESL Coordinator, Ms. Yip, provides parents with a continued entitlement letter in their home language that indicates continuation of services. A copy is kept in room 339 in a folder by the ESL Coordinator,

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

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

| ELL Program Breakdown  |   |   |   |   |   |   |    |   |    |   |    |    |    |         |
|--|---|---|---|---|---|---|----|---|----|---|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8  | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |    |   |    |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |    |   |    |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |    |   |    |   |    |    |    |         |
| <b>Self-Contained</b>  |   |   |   |   |   |   | 2  | 2 | 2  |   |    |    |    | 6       |
| <b>Push-In</b>   |   |   |   |   |   |   | 10 | 7 | 8  |   |    |    |    | 25      |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 10 | 0 | 0  | 0  | 0  | 31      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                               |    |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs                    | 217 | Newcomers (ELLs receiving service 0-3 years) | 138 | Special Education             | 55 |
| SIFE                        | 12  | ELLs receiving service 4-6 years             | 59  | Long-Term (completed 6 years) | 20 |

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

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

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| Dual Language     |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL               | 138              | 9    | 5                 | 59               | 3    | 35                | 20                                 | 0    | 15                | 217   |
| Total             | 138              | 9    | 5                 | 59               | 3    | 35                | 20                                 | 0    | 15                | 217   |

Number of ELLs in a TBE program who are in alternate placement: 6

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**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      |          |          |          |          |          |          | 14        | 16        | 19        |          |          |          |          | 49         |
| Chinese      |          |          |          |          |          |          | 16        | 24        | 28        |          |          |          |          | 68         |
| Russian      |          |          |          |          |          |          | 17        | 11        | 11        |          |          |          |          | 39         |
| Bengali      |          |          |          |          |          |          | 1         |           |           |          |          |          |          | 1          |
| Urdu         |          |          |          |          |          |          | 6         | 7         | 2         |          |          |          |          | 15         |
| Arabic       |          |          |          |          |          |          | 2         | 9         | 9         |          |          |          |          | 20         |
| Haitian      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| French       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Korean       |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Punjabi      |          |          |          |          |          |          |           |           |           |          |          |          |          | 0          |
| Polish       |          |          |          |          |          |          |           | 1         | 1         |          |          |          |          | 2          |
| Albanian     |          |          |          |          |          |          |           | 2         | 1         |          |          |          |          | 3          |
| Other        |          |          |          |          |          |          | 9         | 5         | 6         |          |          |          |          | 20         |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>65</b> | <b>75</b> | <b>77</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>217</b> |

## 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?

I.S.281 is committed to the vision of helping ALL students attain the highest standards as established by the city and state. Staff, parents, and students will effectively communicate, collaborate, and support our high academic and behavior standards. The ELL program in place at I.S. 281 has been planned, designed and fine tuned to reflect our shared commitment to allow students, especially ELLs, to become active learners who think critically, set goals and accept challenges, display respect for self, others, and the environment, and demonstrate qualities of responsible, productive citizens.

1. & 2. At I.S. 281, ELL instruction follows the pull-out program. We use departmentalization, and co-teaching along with the pull out model. The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of instruction per week. Intermediate ELLs must receive 360 minutes per week. Advanced ELLs must receive 180 minutes per week. Our newcomers, beginners and intermediate students are provided with at least 360 minutes of ESL instruction and our advanced and proficient students are provided with at least 180 minutes of ESL instruction a week. During the pull-out sessions, ELLs, who spend the majority of their day in all English content instruction, are brought together from various classes for English-acquisition focused instruction. Our ESL program is staffed by three ELL certified teachers who provide instruction in Language Arts and ESL. Our three teachers are also QTEL trained ELL teachers who provide instruction to six groups (2 on each grade level) of ELL students. All of our 217 students receive two or more periods of ELL Language Arts each day. Students are heterogeneously grouped in the appropriate grade level in all content area classes. Classes are in English only, as we do not have a bilingual or dual language program. Additionally, an ESL teacher pushes into four self contained special education classes four to eight periods a week each to support their IEP mandates. All of our ELL classrooms are equipped with SmartBoard technology. In addition, as of January 2008, all students travel to each class with their own iTeach/iLearn tablet to supplement instruction in their classroom.

3. Our teachers provide instruction to regular sized groups and reduced groups of ELL students. It is conducted in English only using intensive ELL methodologies. Native language is supported with bilingual classroom libraries in our ESL and AIS classrooms. Our ELL teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for the 6th, 7th, and 8th Grade ELA assessment test. Our Math, Language Arts, Science and Social Studies teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for NYS assessment tests. Content area teachers focus on vocabulary to expedite content knowledge. We implement the New York State ESL Standards in students' academic language development program and regular content area classes. These standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. The ELL teachers provide supplementary instruction to reinforce those skills learned in these classes. Sufficient lessons in reading and writing skills are ongoing during the year. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Additionally, ELL students are encouraged to attend during mandated extended time for assistance in math and language arts. Native Language Arts is supported in all classrooms using peer translation, bilingual dictionaries and glossaries, Google Translator and teacher translation when

## A. Programming and Scheduling Information

available.

The academic program for our ELL students is based on periods-per-week in subject area classes. Each period is approximately 45 minutes in length. ELL students receive the following instructional periods:

ESL – 8 periods

ELA – 8 to 10 periods

MATH – 8 to 10 periods

SCI – 4 to 5 periods

SS – 4 to 5 periods

ELL students have access to the various aspects of the Comprehensive Approach to Literacy and Comprehensive Approach to Balanced Mathematics Curricula. Sufficient lessons in reading and writing skills are ongoing throughout the school year. All ELL students go to Science/Social Studies/Math as a homogenous group with teachers trained to work with the ELL population. Instruction uses content area taught with a whole language approach fostering speaking, reading, writing and listening to strengthen language development and learn the content subject area. In Social Studies and Science, the teachers utilize the Access History and Science books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Students also take part in the Extended Day Program which provides them enrichment in English and Mathematics for 50 minutes twice a week after school. The NYSESLAT is given in the spring to determine the eligibility of continued entitlement to ELL services for students in grades 6-8. The test is aligned with New York State English as a Second Language Standards and determines entitlement of services and analysis of students' English language proficiency. ATS reports are used to help target student instruction effectively. We use this data to drive our instruction.

4. An RLER is run on ATS to determine an ESL child's home language. The Test Coordinator and ESL Coordinator, Ms. Yip ensure that all ESL students receive a copy of the NYS Math Test and NYS Science Test in English and their home language when available. In addition, glossaries and word to word dictionaries are provided to ESL students in their home language to ensure that all ELLs are appropriately evaluated in their native language.

5. Our ELL teachers articulate on an ongoing basis with classroom teachers, sharing strategies and projected school work. The ELL teacher assists students in becoming proficient in four language skills: listening, speaking, reading and writing. The overall goal of ELL instruction is the acquisition of linguistic and communicative competence. We differentiate instruction for our ELL subgroups. Students continue to receive all testing modifications. They receive extended time during testing. During NYS ELA exams, they receive a third reading of the listening selection. We offer afterschool and extended day programs for SIFE. We offer a Saturday School and a summer program that caters to their needs. ELLs are grouped homogeneously and are given ELA instruction along with test preparation. ELLs receiving services 4 to 6 years are offered a more rigorous supplemental Saturday and summer program that targets their weaknesses. For long term ELLs (completed six years), the instruction is more intensive, but tailored to their needs. They are also reviewed by our PPT Committee to determine if additional services are warranted.

Our supplemental programs for ELL students included three periods of AIS instruction a week. Teachers provide supplementary instruction during enrichment periods to reinforce those skills learned in the Language Arts classes. All students are encouraged to attend our Extended Day program which meets two days a week for fifty minutes and provides homework help and individualized instruction to help ELLs develop academic language in content areas. It is mandatory that all long term ELLs attend this program. An ELL Academy is held on Saturday mornings that continues to provide small group instruction to ELLs on improving reading comprehension skills and writing skills. Students who are SIFE, Special Education ELLs, or long term ELLs are encouraged to attend these valuable sessions.

We incorporate our special needs children into our ESL program, based on NYSESLAT level and not always by grade level. We utilize our special needs instructional staff for supplemental services to our special needs population, (ICT, SETSS, and self contained). Our guidance department is very supportive and sensitive to the needs of our ELL students. They are actively involved in providing services for those students who are struggling socially or emotionally. In addition, teachers and administrators work collaboratively to assist our students both academically and socially to help ease the transition into American society.

Our ELL students make up an important part of our after-school NIA program, where they receive academic and emotional support services, as well as, important socialization skills in an inclusive setting. This year the NIA is continuing with a program which targets 30 ELLs who participate in a literacy/homework help afterschool program which meets from October to June for approximately three hours on Mondays-Thursdays. The program also includes life skills, counseling and recreation. On Saturdays and before/after school hours,

## A. Programming and Scheduling Information

ELL students are also encouraged to participate in our CHAMPS program in basketball, flag football, and soccer.

6. Teachers of ELL-SWDs use visual stimuli, graphic organizers, front-loaded vocabulary and tiered vocabulary, and activate student's prior knowledge. They also use prereading strategies, ask clarifying questions, have hands on activities and use their SmartBoards interactively to better provide access to academic content and accelerate English language development. Students are constantly assessed to check for comprehension of content. Social Studies and Science Teachers also use the Prime Social Studies and Science Series which

### Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | Dual Language | Freestanding ESL |
|-------------------------------|--|---------------|------------------|
| 100%                          | 100%                                   | 100%          | 100%             |
| 75%                           | 75%                                    | 75%           | 75%              |
| 50%                           | 50%                                    | 50%           | 50%              |
| 25%                           | 25%                                    | 25%           | 25%              |
| 0%                            | 0%                                     | 0%            | 0%               |
| 100%                          | 100%                                   | 100%          | 100%             |
| 75%                           | 75%                                    | 75%           | 75%              |
| 50%                           | 50%                                    | 50%           | 50%              |
| 25%                           | 25%                                    | 25%           | 25%              |
| 0%                            | 0%                                     | 0%            | 0%               |
| TIME                          | BEGINNERS                              | INTERMEDIATE  | ADVANCED         |

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

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

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

8. In our ELL self-contained classes, teachers use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. We offer an extended day program, after school programs, and an AIS program (three times a week) for all our ELL students. Our ELLs attend 21st Century Clubs once a week, Title III on Saturdays, and the Neighborhood Improvement Association Afterschool Program (Mondays-Fridays from 3-5).

9. Students who reached proficiency level on the NYSESLAT are enrolled in a transitional program. The program stresses vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills, using fiction and non-fiction reading selections. They practice different writing genres, such as personal narrative, fictional narrative, persuasive writing, and poetry. For their first two years of proficiency, students continue to receive all testing modifications including extended time during testing. During state ELA tests, they will get three readings of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

## 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 our ELL self-contained classes, teachers use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. We offer an extended day program, after school programs, and an AIS program (three times a week) for all our ELL students. Our ELLs attend 21st Century Clubs once a week, Title III on Saturdays, and the Neighborhood Improvement Association Afterschool Program (Mondays-Fridays from 3-5).

9. Students who reached proficiency level on the NYSESLAT are enrolled in a transitional program. The program stresses vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills, using fiction and non-fiction reading selections. They practice different writing genres, such as personal narrative, fictional narrative, persuasive writing, and poetry. For their first two years of proficiency, students continue to receive all testing modifications including extended time during testing. During state ELA tests, they will get three readings of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

10. A new program that will be implemented in the upcoming school year is Access Code. This program is web based and provides supplemental curriculum for students who are below grade level due to inadequate phonics skills. This program will be implemented during AIS periods and is tailored to a student's individual needs.

A program that will be improving upon in the upcoming school year is the Urban Arts Partnership Model Program for ELL Literacy Development and Arts Instruction. The program applies UAP's rigorous methodology for quality arts instruction and best practices in language acquisition to improve listening, reading, writing and speaking in English for ELL students. Through a research-based curricula that includes components like visual dictionaries, storyboarding and storytelling, this interdisciplinary program is designed to strengthen academic performance in both the arts and ELA core subjects. Partnering teachers will benefit from learning new instructional strategies to effectively engage their ELL students through the arts, in addition to partnership opportunities across the curricula to leverage resources and bring together the school's teaching community. This year, UAP will be expanding into classrooms of our ELL-SWDs. An additional program that we will be improving upon this year is Margarita Calderon's RIGOR Program. This is a research based program designed for secondary students reading at the pre-k to 3rd grade level. Students develop phonemic awareness and phonics skills, build vocabulary through a seven step instruction and practice sequence, increase reading comprehension, fluency and content knowledge and use writing to expand and reinforce literacy. There is also a bilingual support component for Spanish speakers. This program is implemented during AIS periods and during the Saturday ELL Academy. This year, additional teachers, as well as, paraprofessionals and related service providers will be trained in using the Rigor Program.

11. Currently there are no programs or services that will be discontinued for ELLs this year.

12. Our ELLs are offered extra support services during extended day, 21st Century clubs once a week. They also participate in our Neighborhood Improvement Association program after-school, and a Saturday 21st Century Academic Program which offers remediation in ELA and Math, and a Title III Saturday Program which also targets ELA and Math skills. A physical fitness program that runs Mondays-Thursday before school and a CHAMPS afterschool and Saturday Sports Program is also available to our ELL students. Students are provided with letters translated in their home language about these programs along with applications in their home language. All of our activities at our school are fully inclusive.

13. Teachers create technology-rich lesson plans that are differentiated to meet their individual student needs. Each student receives their own laptop and are members of an online Moodle Classroom that allows them to participate in various content-based activities. Students also post information to forums, create WikiSpaces and other websites. Students use applications such as Microsoft Office when they draft and revise writing pieces, use graphic organizers to gather information and powerpoint presentations and windows media player to present finished projects.

14. Native language support for our ESL program is supported through ESL classroom libraries, bilingual dictionaries and glossaries.

## 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)?
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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?

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14. Native Language support for our ESL program is supported through ESL classroom libraries, bilingual dictionaries and glossaries, translated materials, peer translators and grouping, and through teachers when available. Cooperative Learning allows students to be

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

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

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

| <b>D. Professional Development and Support for School Staff</b> |   |  |  |
|---|---|--|--|
| 1.  | Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)  |  |  |
| 2.  | What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?   |  |  |
| 3.  | Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.  |  |  |
| 1.  | <p>The Professional Development component emphasizes making content comprehensible for ELLs. It comprises strategies for classroom organization, building background knowledge and application, alternative assessments, and delivery of instruction. Our goal is to improve student performance by building the capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for ELLs. Administrators will work with teachers in classrooms to practice proven instructional strategies, in order to differentiate instruction to meet a range of student needs and to help teachers learn from one another. If funding permits, coaches will work with teachers during the school year. They will supply them with the tools they need to deliver first-rate instruction to students while implementing the components of the uniform curriculum in Language Arts and Mathematics. The Data Specialist works closely with ESL staff and content teachers of ELLs to analyze data to measure their progress. Study groups and book talks will be offered in the 2011-12 school year using resources for Differentiating ELL Instruction and Incorporating the Common Core Standards. The following resources to be utilized are: Dina Zike's books on Notebook Foldables for Content Acquisition and Research. School wide Inquiry Team will continue to focus on ELLs in our lowest third in ELA and Math. Teachers will meet Thursday afternoons for a common preparatory period to discuss and plan differentiation for ELLs. Faculty and Grade Conferences will focus on Best Practices for ELLs and Lunch and Learns will use ELA and NYSESLAT Data to make informed decisions for ELLs. In addition, teachers will begin to implement UDL lesson planning.</p> <p>2. English Language Learners who are now 8th graders and who wish to study English for six weeks during the summer before entering high school can participate in the New York City College of Technology/CUNY High School TRANSITIONS Program. The program is designed for students who are at the intermediate or advanced level of English language proficiency. Students will be provided with intensive English language study; computer instruction for word processing, Internet research, and interactive e-mail communication projects; reading two novels and writing journals and essays; field trips in the NYC area related to the curriculum.</p> <p>The Professional Development time-line is fluid, with workshops being given in accordance with the mandate of the DOE throughout the school year. It is ongoing throughout the year for ESL teachers and content teachers of our ELLs. QTEL strategies will be demonstrated during professional development. In addition, all new teachers are required to receive 7 ½ hours of instruction by one of our ELL teachers during the school year. Records of their completed hours are kept in their personnel file and monitored by the principal. ELL teachers will provide workshops during selected staff development days as assigned by the DOE during the year. Teachers will be encouraged to attend professional development available from the Office of ELLs. They will be attending meetings and workshops offered by our CFN#107 and Office of English Language Learners. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice at I.S. 281.</p> |  |  |

**Native Language Usage and Supports**

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



## E. Parental Involvement

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

1. & 2. Our ELL teachers articulate on an ongoing basis with classroom teachers and parents, sharing strategies and projected school work. Notices going home are translated in the different languages. Parent involvement for our ELLs at I.S. 281 includes the following:

Parent Teacher Conferences

- Parent Outreach Committee
- Holiday Social organized by the Parent Coordinator, Katherine Fariello
- Workshops by Parent Coordinator, Katherine Fariello and ESL Coordinator, Ms. Yip
- NIA afterschool program conducts a Family Fun Event(November), mid year performances and a culminating events in June are held for parents.
- Specialized H.S. Test Preparatory Program is also provided in the spring for the 7th grade and a second one in the fall for the 8th grade, 2 hours a day, 2 days a week for 4 weeks. The main objective is to increase parental involvement, and strengthen the relationship between home and school. We encourage our teachers to plan trips to promote cultural literacy and invite parents to these cultural excursions.

3. We evaluate the needs of parents on an as needed basis.

4. The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided to parents in their native language.

## B. Programming and Scheduling Information--Continued

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### Additional Information

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

Paste additional information here

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

1. The Professional Development component emphasizes making content comprehensible for ELLs. It comprises strategies for classroom organization, building background knowledge and application, alternative assessments, and delivery of instruction. Our goal is to improve student performance by building the capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for ELLs. Administrators will work with teachers in classrooms to practice proven instructional strategies, in order to differentiate instruction to meet a range of student needs and to help teachers learn from one another. If funding permits, coaches will work with teachers during the school year. They will supply them with the tools they need to deliver first-rate instruction to students while implementing the components of the uniform curriculum in Language Arts and Mathematics. The Data Specialist works closely with ESL staff and content teachers of ELLs to analyze data to measure their progress. Study groups and book talks will be offered in the 2011-12 school year using resources for Differentiating ELL Instruction and Incorporating the Common Core Standards. The following resources to be utilized are: Dina Zike's books on Notebook Foldables for Content Acquisition and Research. School wide Inquiry Team will continue to focus on ELLs in our lowest third in ELA and Math. Teachers will meet Thursday afternoons for a common preparatory period to discuss and plan differentiation for ELLs. Faculty and Grade Conferences will focus on Best Practices for ELLs and Lunch and Learns will use ELA and NYSESLAT Data to make informed decisions for ELLs. In addition, teachers will begin to implement UDL lesson planning.

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The Professional Development time-line is fluid, with workshops being given in accordance with the mandate of the DOE throughout the school year. It is ongoing throughout the year for ESL teachers and content teachers of our ELLs. QTEL strategies will be demonstrated during professional development. In addition, all new teachers are required to receive 7 ½ hours of instruction by one of our ELL teachers during the school year. Records of their completed hours are kept in their personnel file and monitored by the principal. ELL teachers will provide workshops during selected staff development days as assigned by the DOE during the year. Teachers will be encouraged to attend professional development available from the Office of ELLs. They will be attending meetings and workshops offered by our CFN#107 and Office of English Language Learners. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice at I.S. 281.

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- Workshops by Parent Coordinator, Katherine Fariello and ESL Coordinator, Ms. Yip
- NIA afterschool program conducts a Family Fun Event(November), mid year performances and a culminating events in June are held for parents.
- Specialized H.S. Test Preparatory Program is also provided in the spring for the 7th grade and a second one in the fall for the 8th grade, 2 hours a day, 2 days a week for 4 weeks. The main objective is to increase parental involvement, and strengthen the relationship between home and school. We encourage our teachers to plan trips to promote cultural literacy and invite parents to these cultural excursions.

3. We evaluate the needs of parents on an as needed basis.

4. The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided to parents in their native language.

## 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. & 2. Our ELL teachers articulate on an ongoing basis with classroom teachers and parents, sharing strategies and projected school work. Notices going home are translated in the different languages. Parent involvement for our ELLs at I.S. 281 includes the following:

- Parent Teacher Conferences
- Parent Outreach Committee
- Holiday Social organized by the Parent Coordinator, Katherine Fariello
- Workshops by Parent Coordinator, Katherine Fariello and ESL Coordinator, Ms. Yip
- NIA afterschool program conducts a Family Fun Event(November), mid year performances and a culminating events in June are held for parents.
- Specialized H.S. Test Preparatory Program is also provided in the spring for the 7th grade and a second one in the fall for the 8th grade, 2 hours a day, 2 days a week for 4 weeks. The main objective is to increase parental involvement, and strengthen the relationship between home and school. We encourage our teachers to plan trips to promote cultural literacy and invite parents to these cultural excursions.

3. We evaluate the needs of parents on an as needed basis.

4. The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided to parents in their native language.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |    |    |    |   |    |    |    |       |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   |   | 17 | 29 | 20 |   |    |    |    | 66    |
| Intermediate(I)   |   |   |   |   |   |   | 19 | 15 | 33 |   |    |    |    | 67    |
| Advanced (A)  |   |   |   |   |   |   | 29 | 31 | 24 |   |    |    |    | 84    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 75 | 77 | 0 | 0  | 0  | 0  | 217   |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |    |    |    |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   | 2  | 19 | 2  |   |    |    |    |
|                            | I                 |   |   |   |   |   |   | 6  | 17 | 23 |   |    |    |    |
|                            | A                 |   |   |   |   |   |   | 22 | 32 | 30 |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| READING/<br>WRITING | P                 |   |   |   |   |   |   | 24 | 6  | 17 |   |    |    |    |
|                     | B                 |   |   |   |   |   |   | 10 | 25 | 17 |   |    |    |    |
|                     | I                 |   |   |   |   |   |   | 17 | 15 | 33 |   |    |    |    |
|                     | A                 |   |   |   |   |   |   | 23 | 19 | 19 |   |    |    |    |
|                     | P                 |   |   |   |   |   |   | 4  | 10 | 3  |   |    |    |    |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      | 23      | 18      | 4       | 0       | 45    |
| 7                      | 36      | 9       | 1       | 0       | 46    |
| 8                      | 20      | 20      | 0       | 0       | 40    |
| 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                      |         |    |         |    |         |    |         |    | 0     |
| 5                      |         |    |         |    |         |    |         |    | 0     |
| 6                      | 6       |    | 31      |    | 15      |    | 2       |    | 54    |
| 7                      | 16      |    | 27      |    | 19      |    | 6       |    | 68    |
| 8                      | 12      |    | 29      |    | 17      |    | 10      |    | 68    |
| 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     |
| 8                      | 24      |    | 33      |    | 11      |    | 0       |    | 68    |
| 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 |
|  |                            |                 |                             |                 |

**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<br>(based on percentiles) |                  |                  |                  | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                  |                  |                  |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
|                            | Q1   | Q2               | Q3               | Q4               | Q1   | Q2               | Q3               | Q4               |
|                            | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile  | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) |  |                  |                  |                  |  |                  |                  |                  |
| Chinese Reading Test       |  |                  |                  |                  |  |                  |                  |                  |

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

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

1. The assessment tools used to assess the early literacy skills of our ELLs includes an analysis of the reading and writing sections of the LABR and NYSESLAT and an ELA Item Analysis, if available. We also look at previous years' NYSESLAT scores to determine year to year progress. Additionally, teachers can formally assess students literacy skills on a dialy basis through classroom observations. The data shows that due to an influx of new sixth and seventh grade students at the end of last year, our number of beginner students in the seventh

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

| <b>School Name:</b> _____   |                      | <b>School DBN:</b> _____ |                 |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                      |                          |                 |
| Name (PRINT)  | Title                | Signature                | Date (mm/dd/yy) |
|   | Principal            |                          | 1/1/01          |
|   | Assistant Principal  |                          | 1/1/01          |
|   | Parent Coordinator   |                          | 1/1/01          |
|   | ESL Teacher          |                          | 1/1/01          |
|   | Parent               |                          | 1/1/01          |
|   | Teacher/Subject Area |                          | 1/1/01          |
|   | Teacher/Subject Area |                          | 1/1/01          |
|   | Coach                |                          | 1/1/01          |
|   | Coach                |                          | 1/1/01          |
|   | Guidance Counselor   |                          | 1/1/01          |
|   | Network Leader       |                          | 1/1/01          |
|   | Other                |                          | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **21K281** School Name: **Joseph B. Cavallaro**

Cluster: **1** Network: **107**

**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.

After reviewing the LAP and based on our Home Language Surveys our major findings indicate that 15.9% of our school population are English Language Learners and therefore are in need of written, as well as, oral interpretation. Translators are available when we determine whether the parent requires language assistance to communicate effectively. At I.S. 281, many of our translation services are provided by our staff or by adult interpreter provided by parents. Much of our staff is bilingual in such languages as Spanish, Urdu, Russian, and Chinese. We have identified these languages as our most widely spoken languages. In addition, members of our staff also speak Italian, French, Hungarian, Spanish, Russian, Chinese, Arabic and Polish. We have created a master list identifying all in house translators in all languages of our diverse community. This document is reviewed and updated periodically. We also utilize the Department of Education's Translation and Interpretation Unit to access important letters in multiple languages so that parents are aware of their choices. We feel that most of our in house translation and interpretation needs are being met by our staff and other members of our community.

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

Based on each child's home language survey, we ascertain the dominant language of the parent. Through the Home Language Survey, the trend indicates that Limited English speaking parents consist of the following major languages: Chinese, Russian, Spanish, and Arabic. Findings are reported to the school staff and parents through Faculty Meetings, Department meetings, Inquiry Team meetings, School Leadership Team Meetings, Executive Board and PTA Meetings, and Pupil Personnel meetings. Written services are required for testing and letters home. Oral translation is useful for Parent-Teacher Conferences and meetings.

## 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.

The school will translate all notices home that pertain to students' academic and social needs. If the letter is not able to be translated, the school will try to notify the child of the need for translation. In the case that this does not work, the school will place a call to the parent to relay the information in the notice verbally through the use of a translator. Written translation services are provided in house. Per session is provided to several teachers who provide translation services in Chinese, Spanish, Arabic, Russian and Hungarian. In the case that a language is not able to be translated, then translation will be provided by the DOE Translation and Interpretation Unit.

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.

Oral translation services are currently provided by staff volunteers. When in house translation is not possible, we resort to non staff translators or the DOE Translation and Interpretation Unit. Teachers provide oral interpretation during school( when additional time for translation is necessary) and for afterschool activities. Per session is also provided to the teachers, after and before school, when oral translation is required.

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>.

In order to support the NCLB requirement that school's communicate whenever feasible with non English speaking parents in their home language, I.S. 281 has implemented and will continue to fulfill Section VII of the Chancellor's Regulations A-663 by meeting the following goals: shared parent accountability through written translation and oral interpretation at meetings (PTA, Parent/Teacher Conferences) and various school activities, as well as, a school website which has a translation key. The school will assess within the first 30 days of student enrollment the primary language and translation needs of the parents. This will be accomplished by the methods described above. Parents will be notified that translation and interpretation services are available to them upon request. Upon entering the main office, parents are provided with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding the translation and interpretation services. Translated versions of this documented in the covered languages are made available to parents should they require it. Posted in the main office in a conspicuous location we have a sign in each of the covered languages indicating the availability of interpretation services. Included in our school's safety plan are 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.

## 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: Joseph B. Cavallaro I.S. 281   | DBN: 21K281                 |
| Cluster Leader: Corinne Rello-Anselmi  | Network Leader: Nancy Scala |
| This school is (check one):    ✱conceptually consolidated (skip part E below)<br>●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):<br>●Before school      ●After school      ✱Saturday academy      ●Other:                 |
| Total # of ELLs to be served: 90<br>Grades to be served by this program (check all that apply):<br>●K    ●1    ●2    ●3    ●4    ●5<br>✱6    ✱7    ✱8    ●9    ●10    ●11    ●12 |
| Total # of teachers in this program: 4<br># of certified ESL/Bilingual teachers: 2<br># of content area teachers: 2  |

**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: The ESL Saturday Preparatory Academy at I.S. 281 will run nineteen- four hour Saturday sessions beginning November 19th, 2011 and ending May 12, 2012 servicing 90 ESL students. Two ESL certified teachers and two Special Education teachers will use ESL methodologies and instructional strategies. These teachers have also been trained in Margarita Calderon's Rigor Program. Since there are no other Saturday programs, a supervisor will also be available to provide support. The program targets ELLs who scored in Performance Level 1 on the NYS ELA Exam. Teachers will provide small group instruction to ESL students on improving reading comprehension skills, writing skills and phonics skills. The students will practice and apply reading strategies-with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. To this aim, a variety of materials, as listed in the budget summary, will be used to assist the students in language acquisition, the development of reading comprehension strategies and writing skills.

A comprehensive review and analysis of student achievement from the 2011 NYSESLAT and the 2011 NYS ELA and Math Examinations provided a targeted population to be addressed. The following is a chart of ELL data:

| NYS ELA     | Level 1 | Level 2 | Level 3 | Level 4 |
|-------------|---------|---------|---------|---------|
| Grade 6     | 23      | 18      | 4       | 0       |
| Grade 7     | 36      | 9       | 1       | 0       |
| Grade 8     | 20      | 20      | 0       | 0       |
| NYS Math    | Level 1 | Level 2 | Level 3 | Level 4 |
| Grade 6     | 6       | 31      | 15      | 2       |
| Grade 7     | 16      | 27      | 19      | 6       |
| Grade 8     | 12      | 29      | 17      | 10      |
| NYS Science | Level 1 | Level 2 | Level 3 | Level 4 |
| Grade 8     | 24      | 33      | 11      | 0       |

Overall NYSESLAT Proficiency Results

### Part B: Direct Instruction Supplemental Program Information

|              | Grade 6 | Grade 7 | Grade 8 |
|--------------|---------|---------|---------|
| Beginner     | 17      | 29      | 20      |
| Intermediate | 19      | 15      | 33      |
| Advanced     | 29      | 31      | 24      |
| Total        | 65      | 75      | 77      |

We hope to target students who scored in Performance Level 1 on the NYS ELA and Math Exams. The Reading and Writing Performance in Grades 6-8 on the NYSESLAT showed that many of our students have moved into the Intermediate and Advanced levels. However, this year, we have a large influx of Beginners in Reading and Writing especially in Grade 7. Materials that will be purchased will include Prime Science and Social Studies Leveled Texts and Differentiated Texts from Benchmark Education. Identical texts are written at on-grade reading level and two grades below. Students are present information in a variety of formats, including hands on activities. The reading materials also assists students in mastering core Science and Social Studies standards. This material will be used in small group settings for students who have not met the standards determined by their performance levels on the state exams and those who scored at the Beginner level and Intermediate level on the reading and writing portion of the NYSESLAT. Instruction will be provided in English and be individualized to allow teachers to model reading and writing strategies and provide 1:1 attention in the decoding and comprehension strategies needed to meet state standards. The ESL teacher and Special Education teacher are rotating groups so that all students receive language development from an appropriately certified ESL teacher each time the program meets. We hope to service this population with the hopes of moving those students who take the NYS exams one proficiency level and those who are taking the NYSESLAT to move from Beginner to Intermediates and Intermediates to Advanced on the Reading and Writing portion of the exam.

### 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 at no cost to Title III. The Professional Development component emphasizes making content comprehensible for ESL students. It comprises strategies for classroom organization, building background knowledge and application, alternative assessments, and delivery of instruction. Our goal is to improve student performance by building capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for ESL students. The professional development is supplemental and will be facilitated by the ESL certified teachers, ESL Coordinator and Assistant Principal, who have been trained in QTEL and in Maria Calderon's Rigor Program will be provided after-school for one hour for five sessions commencing on January 9, 2012 and ending February 13, 2012 for the teachers participating in the Title III programs.

### Part C: Professional Development

It will include the following:

- Implementing workshop model into ESL instruction
- Incorporating ESL strategies and techniques into content areas (QTEL and QTEL Math)
- Using ELA & NYSESLAT Data to Make Informed Decisions for ELLs
- Maximizing the Usage of Margarita Calderon's Rigor Program
- Vocabulary Strategies for Building Content Area Language
- Foldable, Notebook Foldables for Spelling & Vocabulary, Test Prep & ESL Strategies

We also receive Professional Development and support from our CFN# 107, Urban Arts Partnerships for the StoryStudio Project Grant with the English Language Learners and the Title I Enrichment Grant.

### 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: The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided to parents in their native language. Parent involvement for our ELLs at I.S. 281 includes the following

- Parent Teacher Conference Workshops
- Holiday Social organized by the Parent Coordinator, Katherine Fariello
- Workshops by Parent Coordinator and ESL Coordinator, Ms. Yip

Understanding the NYSESLAT Parent Report facilitated by ESL Coordinator on 11/17/11 @ 11:15 a.m.

Educational Websites & Cybersafety facilitated by ESL Coordinator & Tech. Coach on 12/14/11 @ 5pm

Health and Wellness Workshop Series facilitated by Parent Coordinator and Rachel Brill of Leadership Program include the following: 11/22/11 @ 9 a.m. Footloose! Let's Dance

**Part D: Parental Engagement Activities**

- 1/11/12 @ 6:30 p.m. Fit For Life
- 2/9/12 @ 9 a.m. Reducing Stress
- 3/13/12 @ 6:30 p.m. Nuts and Bolts of Nutrition
- 4/24/12 @ 9 a.m. Food for Life
- 5/22/12 @ 6:30 p.m. Om in the Home
- 6/12/11 @ 11 a.m. Drama Club Performance

- NIA afterschool program conducts a Family Fun Event (Dec.), mid year performances and a culminating event in June which are held for parents

**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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                               |                 | (   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly</li> </ul> |                 |   |

**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. |
|---|-----------------|---|
| listed.                                   |                 |   |
| Educational Software<br>(Object Code 199) |                 |   |
| Travel                                    |                 |   |
| Other                                     |                 |   |
| <b>TOTAL</b>                              |                 |   |