



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE SHIRLEY TANYHILL SCHOOL ~ PS/IS 288

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 21K288

**PRINCIPAL:** JOELENE-LYNETTE KINARD **EMAIL:** JKINARD2@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
Joelene-Lynette Kinard	*Principal or Designee	
Felicia Turner	*UFT Chapter Leader or Designee	
Patricia Baker	*PA/PTA President or Designated Co-President	
Tenakia Edmunds	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Marie Paul-Jenty	CBO Representative of HeartShare	
Serene Turpin	Member/UFT/Guidance	
Michelle Hudson	Member/Parent/PTA Vice President	
Barbara DeLeon	Member/Parent/PTA Treasurer	
Israel Reed	Member/Parent	
Denise Lambert	Chairperson/CSA Designee	
	Member/	
	Member/	

## **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 ELA**

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

During the 2011-12 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their reading comprehension skills by 2.5% as measured by the Developmental Reading Assessment (“DRA”), ECLAS-2, Acuity, Common Core State Standards, standardized tests and standards-based rubrics.

### **Comprehensive needs assessment**

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

<b>Student Group</b>	<b>Performance Index</b>	<b>Effective AMO</b>	<b>Safe Harbor Target 2010-2011</b>
All Students	101	115	103
Black or African American	104	113	105
Students with Disabilities	62	111	66
Economically Disadvantaged	101	115	103

In the All Students group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

In the Black or African American group, we were 9 points away from the Effective AMO and 1 point away from the Safe Harbor Target.

In the Students with Disabilities group, we were 49 points away from the Effective AMO and 4 points away from the Safe Harbor Target.

In the Economically Disadvantaged group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning September 2011 through June 2012, all students in Grades K-8 through our 120-minute literacy block, will be provided with a comprehensive literacy approach which includes the infusion of Common Core State Learning Standards. Our students will be provided with read-alouds, shared, guided and independent reading activities, accountable talk and teacher-student reading conferences utilizing the Balanced Literacy model. Grades K-2 will have an emphasis in Open Court phonics during the Word Work component of the Balanced Literacy model. During independent reading students will continue to log their readings specific to their achievement of the reading standard requiring the completion of 25 books per year. Fiction, non-fiction, poetry and our magnet theme including drama,

music and art will be incorporated into the curriculum in all classrooms. The use of our classroom leveled libraries will assist our teachers in differentiated instruction. ECLAS-2, the DRA assessment, ACUITY, New York Start and ARIS will guide differentiated instruction through content and process.

#### Focus on Rigorous Curriculum and Teaching Methodologies:

- Infusing Common Core State Learning Standards with New York State Learning Standards.
- Differentiate instruction through content, process, product, and environment.
- Incorporation of the cognitive rigor matrix when planning lessons, products, assessments and other student activities.
- Tiered oral questioning that elicits high order thinking skills including: synthesis, analysis, and evaluation.
- Incorporation of technology for multi-sensory stimulation:
  1. SmartBoard technology to foster authentic student/teacher learning and collaboration.
  2. Video clips and short film episodes on various subjects to bolster student understanding and evoke articulate written and oral responses.

#### Collaboration and Uniformity:

- Common Preparation Periods to maximize teacher interaction and provide for creation of rigorous curricula across subject and content areas.
- Core Curriculum Unit Mapping and Planning with an emphasis on scaffolded learning and advancement from the simple to complex, literal to figurative, concrete to abstract.
- Using of Excel grading document to calculate students' grades.

#### Assessment, Data, and Feedback:

- Summative and formative assessments that include Quarterly/Benchmark exams for all grades.
- Individualized Progress Reports that coincide with Report Cards.
- Cumulative Progress Reports completed on a quarterly basis.
- Usage of Curriculum Associates test prep books:
  1. Strategies to Achieve Reading Success (STARS).
  2. Comprehensive Assessment of Reading Strategies (CARS).
  3. Assessing Levels of Comprehension Multiple Choice and Short Response (ALC).

#### All classes will also participate in:

- The Principal's Book of the Month where teachers in every class read aloud a pre-selected book to their students and complete grade appropriate activities with the Cognitive Rigor Matrix as a guideline.
- Student maintenance of Readers and Writers sourcebooks and portfolios.
- Writing centers in every classroom.

- Leveled libraries in every classroom.

The following is also maintained:

- Administrators conduct focused walk-throughs of all classrooms in specific areas (e.g., teachers' conference notes; looking at student work; lesson plans) and speak with students regarding their work in class.
- Assessment binders where teachers record and collect data to drive instruction.

We will provide high-quality ongoing professional development for teachers, principals and other staff members which include but are not limited to:

- Knowledgeable Literacy Coordinator who specializes in curriculum development, modeling strategies, and constructive feedback for teachers.
- A balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice and extended written response items), teacher observations and conferences with students during the Readers and Writers Workshops.
- Assessing students' work
- Using data to drive instruction through the 2010-2011 item analysis.
- Administration of the DRA, ECLAS-2 and other assessments
- Reading strategies designed to make sure students develop proficient reading and writing skills in different genres as outlined in the Common Core State Standards including oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar.
- Continuance of weekly common preparation periods enabling teachers to attend grade conferences with Literacy Coordinator and meet amongst themselves.

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

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

Recognizing parent involvement as a critical component to academic success:

- We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED and ESL classes.
- We hold Unity Banquets, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.
- Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parents. He is also very instrumental in enrolling our students in the after school programs.
- We will continue to offer parent workshops. Topics will include data interpretation and strategies for helping their children at

home.

- We have established a FaceBook page to keep parents informed about school events and projects.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Strategies that are being implemented during the 2011/12 school year and which we expect to continue to increase the percentage of highly qualified teachers to the goal of one hundred (100%) percent are:

- Providing options and methods for teachers through conversion programs and utilizing school's five (5%) percent Title I funds to become highly qualified
- Supporting new teachers through coordinators and lead teachers
- Encouraging teachers to use online HOUSSE to demonstrate subject matter competency

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most of our early childhood teachers hold early childhood licenses and/or have worked in day care settings such as Head Start. They are fully knowledgeable and make the transition of our new early childhood students seamless and non-traumatic. HeartShare, our community based organization, is housed within our school building. They provide after school programs for the students, and GED, adult recreation and family counseling services to our children and their families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Title III

**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 ELA**

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

During the 2011-12 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their writing skills as outlined in the Common Core State Standards by 2.5% as measured by the Developmental Reading Assessment (DRA), ECLAS-2, Acuity, New York State standardized tests and standards-based rubrics.

**Comprehensive needs assessment**

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

<b>Student Group</b>	<b>Performance Index</b>	<b>Effective AMO</b>	<b>Safe Harbor Target 2010-2011</b>
All Students	101	115	103
Black or African American	104	113	105
Students with Disabilities	62	111	66
Economically Disadvantaged	101	115	103

In the All Students group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

In the Black or African American group, we were 9 points away from the Effective AMO and 1 point away from the Safe Harbor Target.

In the Students with Disabilities group, we were 49 points away from the Effective AMO and 4 points away from the Safe Harbor Target.

In the Economically Disadvantaged group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning in September 2011 through June 2012, all students in Grades K-8 through our 120-minute literacy block, will be provided a comprehensive literacy approach which includes phonics, literature and the Common Core State standards. Our students will be provided with read-alouds, shared, guided and independent writing activities, accountable talk and teacher-student writing conferences in each genre outlined in the Common Core State Standards (personal narratives, biographies, narrative procedures, responses to

literature, poetry and reports of information).

#### Focus on Rigorous Curriculum and Teaching Methodologies:

- Infusing Common Core State Learning Standards with New York State Learning Standards.
- Differentiate instruction through content, process, product, and environment.
- Incorporation of the cognitive rigor matrix when planning lessons, products, assessments and other student activities.
- Tiered oral questioning that elicits high order thinking skills including: synthesis, analysis, and evaluation.
- Incorporation of technology for multi-sensory stimulation:
  1. SmartBoard technology to foster authentic student/teacher learning and collaboration.
  2. Video clips and short film episodes on various subjects to bolster student understanding and evoke articulate written and oral responses.

#### Collaboration and Uniformity:

- Common Preparation Periods to maximize teacher interaction and provide for creation of rigorous curricula across subject and content areas.
- Core Curriculum Unit Mapping and Planning with an emphasis on scaffolded learning and advancement from the simple to complex, literal to figurative, concrete to abstract.
- Using of Excel grading document to calculate students' grades.

#### Assessment, Data, and Feedback:

- Summative and formative assessments that include Quarterly/Benchmark exams for all grades.
- Individualized Progress Reports that coincide with Report Cards.
- Cumulative Progress Reports completed on a quarterly basis.
- Usage of Curriculum Associates test prep books:
  1. Strategies to Achieve Reading Success (STARS).
  2. Comprehensive Assessment of Reading Strategies (CARS).
  3. Assessing Levels of Comprehension Multiple Choice and Short Response (ALC).

#### All classes will also participate in:

- The Principal's Book of the Month where teachers in every class read aloud a pre-selected book to their students and complete grade appropriate activities related to that book, including writing
- Students maintain Readers and Writers journals and folders
- Writing centers in every classroom
- Leveled libraries in every classroom

The following is also maintained:

- Administrators conduct focused walk-throughs of all classrooms in specific areas (e.g., teachers' conference notes; looking at student work; lesson plans) and speak with students regarding their work in class

We will provide high-quality and ongoing professional development for teachers, principals and other staff members which include but are not limited to:

- Knowledgeable Literacy Coordinator who specializes in curriculum development, modeling strategies, and constructive feedback for teachers.
- A balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice and extended written response items), teacher observations and conferences with students during the Readers and Writers Workshops.
- Assessing students' work
- Using data to drive instruction
- Administration of the DRA, ECLAS-2 and other assessments
- Reading strategies designed to make sure students develop proficient reading and writing skills in different genres as outlined in the NYS Standards including oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar.
- Technology workshops so that they can utilize the ARIS system and other assessment data on line. Our Inquiry Team will also continue to work together to combine ideas on effective planning for teachers and different ways to access learning, in developing curricula and instructional materials and assessing teachers' needs for professional development.
- Continuance of intervisitations
- Continuance of weekly common preparation periods enabling teachers to attend grade conferences and meet independently

Strategies to use in daily practice of students writing in the genres outlined in the Common Core State Standards

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

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

Recognizing parent involvement as a critical component to academic success:

- We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED and ESL classes.
- We hold Unity Banquets, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.
- Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parents. He is also very instrumental in enrolling our students in the after school programs.
- We will continue to offer parent workshops. Topics will include data interpretation and strategies for helping their children at

home.

- We have established a FaceBook page to keep parents informed about school events and projects.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Strategies that are being implemented during the 2011/12 school year and which we expect to continue to increase the percentage of highly qualified teachers to the goal of one hundred (100%) percent are:

- Providing options and methods for teachers through conversion programs and utilizing school's five (5%) percent Title I funds to become highly qualified
- Supporting new teachers through coordinators and lead teachers
- Encouraging teachers to use online HOUSSE to demonstrate subject matter competency

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most of our early childhood teachers hold early childhood licenses and/or have worked in day care settings such as Head Start. They are fully knowledgeable and make the transition of our new early childhood students seamless and non-traumatic. HeartShare, our community based organization, is housed within our school building. They provide after school programs for the students, and GED, adult recreation and family counseling services to our children and their families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Title III

### 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 ELA**

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

During the 2011-12 school year, all students, including Black or African American, Students with Disabilities, and Economically Disadvantaged for which the school has been identified for improvement under NCLB/SED (Restructuring - Advanced, ELA) there will be a 3.5% increase from Level 2 to Level 3 to meet or exceed Safe Harbor on the New York State ELA test.

#### **Comprehensive needs assessment**

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

<b>Student Group</b>	<b>Performance Index</b>	<b>Effective AMO</b>	<b>Safe Harbor Target 2010-2011</b>
All Students	101	115	103
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Students with Disabilities	62	111	66
Economically Disadvantaged	101	115	103

In the All Students group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

In the Black or African American group, we were 9 points away from the Effective AMO and 1 point away from the Safe Harbor Target.

In the Students with Disabilities group, we were 49 points away from the Effective AMO and 4 points away from the Safe Harbor Target.

In the Economically Disadvantaged group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning in September 2011 through June 2012, all students in Grades K-8 through our 120-minute literacy block, will be provided a comprehensive literacy approach which includes phonics, literature and the Common Core State standards. Our students will be provided with read-alouds, shared, guided and independent writing activities, accountable talk and teacher-student writing conferences in

each genre outlined in the Common Core State Standards (personal narratives, biographies, narrative procedures, responses to literature, poetry and reports of information).

#### Focus on Rigorous Curriculum and Teaching Methodologies:

- Infusing Common Core State Learning Standards with New York State Learning Standards.
- Differentiate instruction through content, process, product, and environment.
- Incorporation of the cognitive rigor matrix when planning lessons, products, assessments and other student activities.
- Tiered oral questioning that elicits high order thinking skills including: synthesis, analysis, and evaluation.
- Incorporation of technology for multi-sensory stimulation:
  1. SmartBoard technology to foster authentic student/teacher learning and collaboration.
  2. Video clips and short film episodes on various subjects to bolster student understanding and evoke articulate written and oral responses.

#### Collaboration and Uniformity:

- Common Preparation Periods to maximize teacher interaction and provide for creation of rigorous curricula across subject and content areas.
- Core Curriculum Unit Mapping and Planning with an emphasis on scaffolded learning and advancement from the simple to complex, literal to figurative, concrete to abstract.
- Using of Excel grading document to calculate students' grades.

#### Assessment, Data, and Feedback:

- Summative and formative assessments that include Quarterly/Benchmark exams for all grades.
- Individualized Progress Reports that coincide with Report Cards.
- Cumulative Progress Reports completed on a quarterly basis.
- Usage of Curriculum Associates test prep books:
  1. Strategies to Achieve Reading Success (STARS).
  2. Comprehensive Assessment of Reading Strategies (CARS).
  3. Assessing Levels of Comprehension Multiple Choice and Short Response (ALC).

#### All classes will also participate in:

- The Principal's Book of the Month where teachers in every class read aloud a pre-selected book to their students and complete grade appropriate activities related to that book, including writing
- Students maintain Readers and Writers journals and folders
- Writing centers in every classroom
- Leveled libraries in every classroom

The following is also maintained:

- Administrators conduct focused walk-throughs of all classrooms in specific areas (e.g., teachers' conference notes; looking at student work; lesson plans) and speak with students regarding their work in class

We will provide high-quality and ongoing professional development for teachers, principals and other staff members which include but are not limited to:

- Knowledgeable Literacy Coordinator who specializes in curriculum development, modeling strategies, and constructive feedback for teachers.
- A balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice and extended written response items), teacher observations and conferences with students during the Readers and Writers Workshops.
- Assessing students' work
- Using data to drive instruction
- Administration of the DRA, ECLAS-2 and other assessments
- Reading strategies designed to make sure students develop proficient reading and writing skills in different genres as outlined in the NYS Standards including oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling and grammar.
- Technology workshops so that they can utilize the ARIS system and other assessment data on line. Our Inquiry Team will also continue to work together to combine ideas on effective planning for teachers and different ways to access learning, in developing curricula and instructional materials and assessing teachers' needs for professional development.
- Continuance of intervisitations
- Continuance of weekly common preparation periods enabling teachers to attend grade conferences and meet independently
- Strategies to use in daily practice of students writing in the genres outlined in the Common Core State Standards

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

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

Recognizing parent involvement as a critical component to academic success:

- We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED and ESL classes.
- We hold Unity Banquets, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.

- Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parents. He is also very instrumental in enrolling our students in the after school programs.
- We will continue to offer parent workshops. Topics will include data interpretation and strategies for helping their children at home.
- We have established a FaceBook page to keep parents informed about school events and projects.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Strategies that are being implemented during the 2011/12 school year and which we expect to continue to increase the percentage of highly qualified teachers to the goal of one hundred (100%) percent are:

- Providing options and methods for teachers through conversion programs and utilizing school’s five (5%) percent Title I funds to become highly qualified
- Supporting new teachers through coordinators and lead teachers
- Encouraging teachers to use online HOUSSE to demonstrate subject matter competency

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most of our early childhood teachers hold early childhood licenses and/or have worked in day care settings such as Head Start. They are fully knowledgeable and make the transition of our new early childhood students seamless and non-traumatic. HeartShare, our community based organization, is housed within our school building. They provide after school programs for the students, and GED, adult recreation and family counseling services to our children and their families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Title III

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4 MATHEMATICS**

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

During the 2011-12 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their math problem-solving skills by 2.5% as measured by New York State standardized tests, Acuity, Benchmark Exams, Unit Tests and teacher-made assessments using the standards-based rubrics.

### **Comprehensive needs assessment**

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

<b>Student Group</b>	<b>Performance Index</b>	<b>Effective AMO</b>	<b>Safe Harbor Target 2010-2011</b>
All Students	129	130	130
Black or African American	125	128	126
Economically Disadvantaged	129	130	130

In the All Students and Economically Disadvantaged groups, we were 1 point away from the Effective AMO and Safe Harbor Target.

In the Black or African American group, we were 3 points away from the Effective AMO and 1 point away from the Safe Harbor Target for Mathematics.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning September 2011 through June 2012, all students in Grades K-2, in order to meet our goals and strategic objectives will continue our early childhood program of a daily 90-minute mathematics block in the Balanced Workshop model to establish a strong foundation for our emergent mathematicians. K-2 students will be encouraged to organize their mathematical thinking through verbal communication and social interaction. Problem solving is made the center of the Math instruction. It is integrated in all the math lessons. In the lower grades, they introduce problem solving using the number stories. The students are also introduced to the variety of problem solving strategies. Implementation of graphic organizers as a learning tool will continue. An emphasis will be on interactive endeavors that promote divergent thinking with in a classroom. Teachers will create and present problems similar to real life situations while focusing on our diverse population. Teachers will provide individual on-going assessments based on data retrieved from Math Performance Indicators, classroom assessment tools and teacher observations in order to create differentiated instructional strategies. Employing these and other techniques will provide a rich classroom experience that prepares our students for real life problems outside

the classroom.

In Grades 3-8, to meet our goals and strategic objectives, we will continue our 75-minute math block. The Math curriculum is aligned with the New York State Standards as well as the new Common Core State Standards. Problem solving is made the center of the Math instruction. The students are introduced to the variety of problem solving strategies. “Do Now” activities are provided at the beginning of the Math lesson. They are usually problem solving activities. Teachers create and present problems similar to those shown in the NYC New Performance Standards (test sophistication) that will help achieve our strategic objectives. The students are also introduced to the 2-point and 3-point rubric that are used to evaluate their work. The data obtained from the Progress Reports, the New York State Standardized tests, Acuity, Benchmark Exams and other teacher-made assessments is utilized to differentiate the Math instruction in the classrooms. Each classroom has its own Math Center in place. This is where the students go to when they need resources or manipulatives to help them solve the problems. Students will use manipulatives, calculators and computers for a rich variety of investigations. When presenting their ideas and work to peers, teachers and others during accountable talk, our students will be encouraged to organize their mathematical thinking through verbal and/or written communication. They will also be asked to analyze and evaluate the strategies presented by others and will be called upon to apply their knowledge to interdisciplinary projects. Teachers will provide individual on-going assessments to increase Math skills for proficiency. Math instruction will be presented in a workshop model when appropriate. Small group instruction will be provided to our targeted students so as to move them from Level 2 into Level 3.

Our Math coordinator will continue to provide on-site professional development, including modeling of lessons to classroom teachers.

**Strategies to increase parental involvement**

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

Recognizing parent involvement as a critical component to academic success:

- We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED and ESL classes.
- We hold Unity Banquets, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.
- Our parent coordinator is available to meet with parents, provide resources and offers workshops of interest to the parents. He is also very instrumental in enrolling our students in the after school programs.
- We will continue to offer parent workshops. Topics will include data interpretation and strategies for helping their children at home.
- We have established a FaceBook page to keep parents informed about school events and projects.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Strategies that are being implemented during the 2011/12 school year and which we expect to continue to increase the percentage of highly qualified teachers to the goal of one hundred (100%) percent are:

- Providing options and methods for teachers through conversion programs and utilizing school's five (5%) percent Title I funds to become highly qualified
- Supporting new teachers through coordinators and lead teachers
- Encouraging teachers to use online HOUSSE to demonstrate subject matter competency

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most of our early childhood teachers hold early childhood licenses and/or have worked in day care settings such as Head Start. They are fully knowledgeable and make the transition of our new early childhood students seamless and non-traumatic. HeartShare, our community based organization, is housed within our school building. They provide after school programs for the students, and GED, adult recreation and family counseling services to our children and their families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Title III

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5 MATHEMATICS**

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

During the 2011-12 school year, all students, including students in all subgroups and Students with Disabilities and English Language Learners in Grades K-8 will improve their fluency of the fundamental skills (addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, percents, integers, etc.) by 2.5% as measured by New York State standardized tests, Acuity, Benchmark Exams, Unit Tests, and teacher-made assessments using the standards-based rubrics.

### **Comprehensive needs assessment**

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

<b>Student Group</b>	<b>Performance Index</b>	<b>Effective AMO</b>	<b>Safe Harbor Target 2010-2011</b>
All Students	129	130	130
Black or African American	125	128	126
Economically Disadvantaged	129	130	130

In the All Students and Economically Disadvantaged groups, we were 1 point away from the Effective AMO and Safe Harbor Target.

In the Black or African American group, we were 3 points away from the Effective AMO and 1 point away from the Safe Harbor Target for Mathematics.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning September 2011 through June 2012, all students in Grades K-2, in order to meet our goals and strategic objectives will continue our early childhood program of a daily 90-minute mathematics block in the Balanced Workshop model to establish a strong foundation for our emergent mathematicians. The focus of Pre-K to Grade 2 is the mastery of addition and subtraction. K-2 students will be encouraged to organize their mathematical thinking through verbal communication and social interaction. Implementation of graphic organizers as a learning tool will continue. An emphasis will be on interactive endeavors that promote divergent thinking within a classroom. Teachers will create and present problems similar to real life situations while focusing on our diverse population. Teachers will provide individual on-going assessments based on data retrieved from Math Performance Indicators, classroom assessment tolls and teacher observation in order to create differentiated instructional strategies. Employing these and other techniques will provide a rich classroom experience and an effective way to enhance the learning of Mathematics fir all our early childhood students.

In grades 3-8, to meet our goals and strategic objectives, we will continue our 75-minute math block. The focus of Grades 3-5 is the mastery of multiplication and division as well as fractions. Adequate time and resources are provided to foster deeper understanding of the concepts and enhance the mastery of the skills. Using Math Performance Indicators, Progress Reports, and teacher assessments, the teachers will align their curriculum to create differentiated instruction. Both during and after school hours, we will continue to emphasize the literacy skills necessary to reach higher order thinking for problem solving in math. Each classroom has its own math center in place. To foster mathematics teaching and high student achievement, adequate resources for classroom instruction should be made available to all students to promote high achievement. Students will use manipulatives, calculators, and computers for a rich variety of investigations. All students will be shown how to apply and adopt various strategies in solving problems and how to develop and evaluate their mathematical arguments and proofs. When presenting their ideas to peers, teachers and others during accountable talk, our students will be encouraged to organize their mathematical thinking through verbal and/or written communication. They will also be asked to analyze and evaluate strategies presented by others and will be called upon to apply their knowledge to interdisciplinary projects. Teachers will create and present problems similar to those shown in the NYC New Performance Standards (test sophistication) that will help achieve our strategic objectives. Teachers will provide individual on-going assessment to increase math skills for proficiency. Math instruction will be presented in a workshop model. Small group instruction will be provided to our targeted students so as to move them from Level 1 into Level 2 and ultimately Levels 3 and 4. Our Math Coordinator will continue to provide on-site professional development, including modeling of lessons.

**Strategies to increase parental involvement**

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

Recognizing parent involvement as a critical component to academic success:

- We encourage parents to take advantage of the night center and other activities the Beacon HeartShare has to offer, including parent GED and ESL classes.
- We hold Unity Banquets, serving dinner to parents and their families, and discuss with them the opportunities and activities that are going on at the school building.
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- We will continue to offer parent workshops. Topics will include data interpretation and strategies for helping their children at home.
- We have established a FaceBook page to keep parents informed about school events and projects.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Strategies that are being implemented during the 2011/12 school year and which we expect to continue to increase the percentage of highly qualified teachers to the goal of one hundred (100%) percent are:

- Providing options and methods for teachers through conversion programs and utilizing school's five (5%) percent Title I funds to become highly qualified
- Supporting new teachers through coordinators and lead teachers
- Encouraging teachers to use online HOUSSE to demonstrate subject matter competency

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Most of our early childhood teachers hold early childhood licenses and/or have worked in day care settings such as Head Start. They are fully knowledgeable and make the transition of our new early childhood students seamless and non-traumatic. HeartShare, our community based organization, is housed within our school building. They provide after school programs for the students, and GED, adult recreation and family counseling services to our children and their families.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Title III

**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>	23	20	N/A	N/A	4	2	1	2
<b>1</b>	39	31	N/A	N/A	3	2	1	2
<b>2</b>	26	23	N/A	N/A	3	1	1	2
<b>3</b>	21	20	N/A	N/A	2	1	2	1
<b>4</b>	23	4	14	11	2	1	2	3
<b>5</b>	29	9	7	6	2	2	3	2
<b>6</b>	23	8	4	5	1	2	1	2
<b>7</b>	29	13	12	5	1	1	2	1
<b>8</b>	28	15	11	7	1	1	1	1
<b>9</b>	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0
<b>11</b>	0	0	0	0	0	0	0	0
<b>12</b>	0	0	0	0	0	0	0	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Small group instruction is provided by classroom teachers in Grades K-2 utilizing the <i>Open Court</i> Reading program (phonics and literature) which provides students with skills to hear, read and write phonemic sounds; and to blend and decode sounds to form words and sentences. <i>Great Leaps</i> is also used for struggling students up to grade 3 along with the <i>Wilson Reading Program</i>. Grades 3-8 extend their Readers and Writers Workshop topics during the 37 ½-minute period, during the school day; and after school.</b></p>
Mathematics	<p><b>Classroom teachers differentiate math instruction and group students according to need. Our Math Coach also assists in classrooms across the grades. Extra assistance is also offered during the 37 ½-minute period.</b></p>
Science	<p><b>Our science teacher provides additional instruction with small groups during the 37 ½ -minute period, which includes literature and technology in the content area of science. The students in grades 4 and 8 are also preparing for the NYS Science Test.</b></p>
Social Studies	<p><b>Social Studies instruction is conducted in the inquiry-based learning workshop model during school hours.</b></p>
At-risk Services provided by the Guidance Counselor	<p><b>Our guidance counselor services at-risk students 1-2 times per week in small groups during school hours or as required.</b></p>
At-risk Services provided by the School Psychologist	<p><b>Our school psychologist provides classroom observations and/or one-to-one counseling during school hours for at-risk students.</b></p>
At-risk Services provided by the Social Worker	<p><b>Our social worker provides one-to-one and family counseling services during school hours for at-risk students.</b></p>

**At-risk Health-related Services**

**Whole class and small group sessions are provided as required.**

**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;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 21K288

**School Name:** The Shirley Tanyhill School ~ PS/IS 288

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

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

For the past four consecutive years, we have maintained grades of three A's and during the 2011/12 school year, a B.

We have not met our AYP for Elementary/Middle Level English Language Arts:

In the All Students group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

In the Black or African American group, we were 9 points away from the Effective AMO and 1 point away from the Safe Harbor Target.

In the Students with Disabilities group, we were 49 points away from the Effective AMO and 4 points away from the Safe Harbor Target.

In the Economically Disadvantaged group, we were 14 points away from the Effective AMO and 2 points away from the Safe Harbor Target.

We have not met our AYP for Elementary/Middle Level Mathematics:

In the All Students and Economically Disadvantaged groups, we were 1 point away from the Effective AMO and Safe Harbor Target.

In the Black or African American group, we were 3 points away from the Effective AMO and 1 point away from the Safe Harbor Target.

Our school underwent a Joint Intervention Team (JIT) visit during the 2010/11 school year. Their findings were:

- I. Curriculum
  - The written curriculum is weak. The school-developed curriculum maps consist of only a listing of topics. There were no teaching points listed or resources identified to support curriculum content. Teachers reported that text series serve as the curriculum in most classes.
  - Based on classroom observations and teacher interviews, it was clear that neither the existing curriculum maps nor topic listings are being used to inform instruction. Some rubrics reference standards by letter or number only. The performance indicators are not aligned to New York State (NYS) Standards or core competencies.
  - Unit assessments are not in place and this prevents careful tracking of student progress through the year. An absence of such assessments results in a lack of goal setting and an inability to use important information to better guide and drive differentiated instruction.

- The curriculum maps (or topic listings) lack alignment from grade to grade or year to year and therefore result in learning gaps and redundancies.
- Teacher lesson plans did not include the key elements of effective instructional planning including aims, processes, materials to be used, student groupings, plans for guided groups or multiple entry points for the lesson. No lesson plans indicated how differentiation of work to meet the specific needs of students would occur.

## II. Teaching and Learning

- The use of effective teaching strategies is weak. In all classrooms observed, direct whole group instruction and closed questioning technique were the only teaching strategies used. As a result, the specific learning needs of students are not being addressed, and students are not being provided with adequate opportunities or challenge to extend their learning. In classrooms where whole class instruction was taking place, all students were engaged in the same task or activity. In other classrooms where teachers had organized center activity structures, students were observed going from one center to the next. However, all groups were doing the same task or activity, without any differentiation or modification to respond to assessed student needs. Cooperative learning was not observed in any classroom as no student-to-student discourse was taking place, and no higher order thinking processes or problem solving activity was included. Review of classroom records indicated that teachers do not keep conference notes.
- Students in a kindergarten and a grade 4 co-teaching special education class that were observed were unaware that there were two teachers in each classroom. In each class, students identified one of the adults as a paraprofessional. The special education teachers in each class did not provide students with sufficient support for either academics or behavior, which resulted in lack of focus.
- Pacing in classroom instruction was slow and did not engage the students. Most teachers were reading directly from manuals as instruction progressed. This was indicative of a lack of teacher preparation. Teachers disciplining students detracted from lesson flow, and a lack of student focus also frequently interrupted instruction. These factors significantly reduced the learning time available for students. Transitions were poorly negotiated, resulting in a significant reduction in the teaching time available.
- Teachers did not use data effectively to plan lessons to meet the specific learning needs of students. Classroom documentation did not indicate accommodations or modifications for students with disabilities. There were no classroom data binders containing ongoing assessment and data analysis on each student's progress. Classroom portfolios were merely collections of upgraded student work. Teacher interviews revealed that they had no teacher manuals or complete program materials for mandated program implementation.
- There was no evidence of learning goals developed by, with or for students to enable them to understand the purpose of their lessons. Teacher interviews further revealed that performance indicators were not being used.
- Student tasks included round robin reading, copying from blackboards, response to end of chapter reviews, and defining vocabulary from book glossaries without benefit of dictionaries or vocabulary expanding tools. No effort to stimulate varied word choice was observed. Higher order thinking skills and processes were not incorporated into classroom work and students did not self or peer assess.
- Not all of the student work displayed was of good quality. Teacher comments did not use standards-based language to guide students toward performance indicator achievement. Additionally, comments affixed to student work did not consistently define precise next steps for improvement. The school had no uniform grading policy. Teachers are able to personally decide how they want to grade. It was clear that there was no horizontal or vertical collaboration, or clear expectations for student academic performance.
- Technology was not effectively used across all curriculum areas to extend and enhance the quality of instruction and student engagement.

## III. School Leadership

- The Principal accepts minimal growth as adequate progress for students. The goals stated in the Comprehensive Educational Plan (CEP) reference performance gains of 2 points in the PI and all teachers report that his rate of progress is acceptable. The Principal stated that she is very proud of the school's slow but continual growth.
- The Principal and APs have not set clear expectations for informal or formal observations. The Principal reported that observations do not start until February to give all staff time to get ready and know their students. Feedback on reviewed observation forms was vague, was not directed toward teacher growth and didn't focus on the quality of student learning.
- The Principal has not held teachers accountable for the progress made by the students they serve. For example, the Principal has not required teachers to set performance goals.
- The school has no functioning School Leadership Team (SLT) or Parent Teacher Association (PTA) and has no strategies for improving parent involvement. The documentation observed revealed that most notices are

distributed to parents in only one language. Teacher interviews indicate that parent involvement has declined steadily over the years. There has been only one staff meeting this year.

- School leaders have not created an effective learning environment. There is no common planning time, no Inquiry Team, no Academic Intervention Services (AIS) and no student intervention plans. The Principal's closure of the school library has had a significant, negative impact on student learning.
- School leaders have not implemented a comprehensive behavioral plan, which has resulted in lost instructional time and increased teacher frustration. The teachers report that the most relied-upon strategy to improve student behavior is to inform parents. The Principal has provided all staff with a manual to guide them on how to manage challenging behaviors, but this has not met with success in classrooms.
- School leaders have no comprehensive PD plan and have not conducted a formal needs assessment. The Principal sends staff to Network offerings without regard for prioritized needs. School leaders do not monitor or hold staff accountable for implementing new strategies, and teachers indicate that they do not have opportunities to provide turnkey trainings to peers.
- The Principal stated that she could document teachers' poor performance but reports that she does not do this. She states that every day should be a fresh start, however; this is an ineffective model for improving teacher performance. The Principal reported that one weakness in the school is a lack of proper documentation. This has had a profoundly negative impact on the effective management and operation of the school.

#### IV. Infrastructure for Student Success

- The school does not have a consolidated discipline plan. The Principal provides the teachers with a annual and policy, but leaves implementation of the process to the teachers. The absence of an effective in-school protocol for behavior management causes teacher frustration about the management of their students.
- There are many non-teaching positions in the school, including four APs for an enrollment of slightly over 500 students.
- Support for students with disabilities is weak. These students do not have transition plans or vocational assessments.
- Opportunities for articulation and communication among staff are informal and do not occur frequently enough. There are no regularly scheduled meetings for staff to share information or plan improvements.
- Student support services are not effectively coordinated and Individual Education Plans (IEPs) are not collaboratively developed by an IEP team.
- There is no Academic Intervention Services (AIS) team, and the Principal reported that there are no funds to support academic intervention services.
- The students are not provided with adequate library services. The Principal closed the school library despite having a dedicated space and collection of books.
- The school leadership has not developed a systematic process to encourage active parent participation, and there is no functioning parent association. There is no parent participation in the decision-making processes at the school.
- No interim progress reports are issued to parents, and there is no schoolwide protocol in place for IEP update distribution.
- The majority of communication sent to parents is written in English only, thus not providing all parents equal access to information about school events and student progress.

#### V. Collection, Analysis, and Utilization of Data

- The school collects extensive data but has conducted no analysis of this data. As a result, data is not used effectively to improve instruction or student performance, and no performance trends have been identified.
- Interview with the Principal revealed that each teacher is expected to maintain data binders. However, there is no systematic process to organize or use the data to inform planning, and many teachers were unable to produce their data binders.
- Performance indicators are not used to inform teacher assessment or to support the development of instructional strategies. In interviews with special education teachers, it was reported that performance indicators are used to make promotional decisions but that there are no midpoint checks conducted to determine if students are successfully mastering the indicators along the way.
- The Principal reported that there are no interim progress report cards other than mandated report cards. There is no evidence that IEP updates are distributed to parents within the required time frames.
- The school does not use any qualitative data sources to inform school improvement. The Quality Review was last done in 2007-2008 and the Learning Environment Survey is not used as a qualitative data source. The school does not generate any surveys or needs assessments to identify the improvement sources.

## VI. Professional Development

- There has been no formal PD needs assessment to determine either teacher needs or school wide priorities. In addition, lesson observations have not been used to identify PD needs.
- There are no monthly PD calendars, protocols for evaluating teacher learning or structures for turnkey sessions and intervisitations.
- Teachers lack structured opportunities for collaboration as no common planning time is scheduled. Common planning time was removed from the school schedule last year by the Principal due to her assessment that it was not used well.
- The Principal reported that she does not use all the available time and opportunity for PD, e.g., during the 6<sup>th</sup> professional period each week.

## VII. District Support

- The Network has only recently guided the school in establishing teacher teams. The work of the teams was without focus or purpose. Teams were empowered to lead improvement using data, instructional practice, and curriculum development, yet none of the team members were able to articulate how the team structure would contribute to improved student progress. These teams have not been properly trained to successfully conduct this work.
- The PD provided by the Network is focused on selected areas that are not specifically responsive to identified school needs. The school participation in these PD activities is not consistent and is not monitored by either the school or the Network.
- Data collection is extensive at the school, but the data is not analyzed by the Network or the school. The trend analysis to improve instruction has not been completed. Both the Network and the school leaders have failed to consider or create any qualitative data sources to improve instruction or achievement. The administrative team was unable to explain the data cited in the needs assessment of the Comprehensive Educational Plan (CEP), or the measured improvements tied to the goals.
- The operational failures of the school are based on the school's inability to document and monitor the implementation of school and Network initiatives. The Network has offered support in several areas but does not extend that support to address the documentation and monitoring needs of the school.
- The school allocates a disproportionate amount of its resources on administrative personnel. The administration has not had a positive impact on instructional improvement or student achievement. The resources that have been removed from the school have all been directly associated with instructional areas. The Network has not guided the school leader on different ways to consider allocation of resources through the budget process.

### A. Overall Findings

The school has not made sufficient progress in identified areas, and is unlikely to make Adequate Yearly Progress (AYP) under the current structure and organization.

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

With regard to curriculum:

- Our ELA and Math Coaches together with other teachers are developing curricula and curricula maps that are aligned to the Common Core Learning Standards (CCLS)
- Our ELA and Math Coaches are working with teachers to develop tasks, rubrics and appropriate comments on student work
- The teachers on each grade, assisted by the ELA and Math Coaches are developing unit assessments which will result in small group or individual differentiated instruction
- Cumulative Progress Reports have been created. Periodic progress reports will also be sent home to parents three times per year for grades 1-8 and two times per year for grades pre-kindergarten and kindergarten
- Administration has issued a memo regarding lesson plan requirements and they are monitored during formal and informal observations and/or walk throughs

Teaching and Learning

- Our ELA and Math Coaches are working with teachers to develop tasks, rubrics and appropriate comments on student work
- We are developing a revised behavioral plan to ensure appropriate classroom management techniques, including lesson pacing, effective transitions and behavior management. This plan will be designed to minimize inappropriate behaviors and keep all students actively engaged in their learning.

- We will continue to provide professional development in using data to drive instruction to meet the identified, individual needs of students. Maintaining records of student observation and conference notes will be incorporated in this process.
- Learning goals for all students in ELA and Math are stated on the individual Progress Reports and the students are aware of their goals.

#### School Leadership

- Administrators will increase the number of formal and informal observations
- Administrators will check lesson plans more frequently
- We now have a School Leadership Team (SLT). Meetings have been scheduled throughout the school year. We also have a new Parent Teachers Association (PTA) who meet regularly. The SLT and PTA are working to increase parent involvement.
- Common preparation periods for each grade have been reinstated. The teachers on each grade work together to plan units of instruction, assessments and curriculum mapping.
- As stated above, a Behavioral Plan is being revised.
- Professional development during this school year has included use of the SmartBoard, rubric creation, assessing student work and the readers and writers workshop. Professional development will be ongoing throughout the school year

#### Infrastructure for Student Success

- As stated, a Behavioral Plan is being revised
- Common preparation periods for each grade have been reinstated and there are monthly faculty meetings for staff to share information or plan improvements
- As stated, we now have a PTA who is encouraged to participate in the decision-making processes at our school.
- Progress reports are periodically sent home to parents on all grade levels as described above

#### Collection, Analysis, and Utilization of Data

- All teachers maintain detailed assessment binders
- Progress reports are periodically sent home to parents on all grade levels, including students with disabilities to determine if students are successfully mastering the indicators throughout the year

#### Professional Development

- On going professional development is provided by our ELA and Math Coaches, administrators and Network personnel. As stated above, common preparation periods for each grade have been reinstated

#### ELA Action Plan:

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of these strategies/activities,
  - d) timeline for implementation.

Beginning September 2011 through June 2012, all students in Grades K-8 through our 120-minute literacy block, will be provided with a literacy approach which includes the infusion of Common Core State Learning Standards. Our students will be provided with read-alouds, shared reading activities, accountable talk and teacher-student reading conferences utilizing the Balanced Literacy model. Grades K-2 will have phonics during the Word Work component of the Balanced Literacy model. During independent reading students will continue to log their achievement of the reading standard requiring the completion of 25 books per year. Fiction, non-fiction, poetry and our magnet theme art will be incorporated into the curriculum in all classrooms. The use of our classroom leveled libraries will assist our teachers in differentiating instruction for the DRA assessment, ACUITY, New York Start and ARIS will guide differentiated instruction through content and process.

##### **Focus on Rigorous Curriculum and Teaching Methodologies:**

- Infusing Common Core State Learning Standards with New York State Learning Standards.
- Differentiate instruction through content, process, product, and environment.
- Incorporation of the cognitive rigor matrix when planning lessons, products, assessments and other student activities.
- Tiered oral questioning that elicits high order thinking skills including: synthesis, analysis, and evaluation.

- Incorporation of technology for multi-sensory stimulation:
  1. SmartBoard technology to foster authentic student/teacher learning and collaboration.
  2. Video clips and short film episodes on various subjects to bolster student understanding and evoke articulate written and oral responses.

#### Collaboration and Uniformity:

- Common Preparation Periods to maximize teacher interaction and provide for creation of rigorous curricula across subject and grade levels.
- Core Curriculum Unit Mapping and Planning with an emphasis on scaffolded learning and advancement from the simple to the complex and from concrete to abstract.
- Using of Excel grading document to calculate students' grades.

#### Assessment, Data, and Feedback:

- Summative and formative assessments that include Quarterly/Benchmark exams for all grades.
- Individualized Progress Reports that coincide with Report Cards.
- Cumulative Progress Reports completed on a quarterly basis.
- Usage of Curriculum Associates test prep books:
  1. Strategies to Achieve Reading Success (STARS).
  2. Comprehensive Assessment of Reading Strategies (CARS).
  3. Assessing Levels of Comprehension Multiple Choice and Short Response (ALC).

#### All classes will also participate in:

- The Principal's Book of the Month where teachers in every class read aloud a pre-selected book to their students and complete a book report with the Cognitive Rigor Matrix as a guideline.
- Student maintenance of Readers and Writers sourcebooks and portfolios.
- Writing centers in every classroom.
- Leveled libraries in every classroom.

#### The following is also maintained:

- Administrators conduct focused walk-throughs of all classrooms in specific areas (e.g., teachers' conference notes; looking at student work) and speak with students regarding their work in class.
- Assessment binders where teachers record and collect data to drive instruction.

#### We will provide high-quality ongoing professional development for teachers, principals and other staff members which include but are not limited to:

- Knowledgeable Literacy Coordinator who specializes in curriculum development, modeling strategies, and constructive feedback.
- A balanced approach to assessment that utilizes multiple forms of assessment (portfolios, performance tasks, multiple choice, and open response items), teacher observations and conferences with students during the Readers and Writers Workshops.
- Assessing students' work
- Using data to drive instruction through the 2010-2011 item analysis.
- Administration of the DRA, ECLAS-2 and other assessments
- Reading strategies designed to make sure students develop proficient reading and writing skills in different genres as outlined in the Common Core Standards including oral language, the recognition of letters, phonemic awareness, decoding skills, comprehension, writing, spelling, and editing.
- Continuance of weekly common preparation periods enabling teachers to attend grade conferences with Literacy Coordinator and themselves.

#### Math Action Plan:

Beginning September 2011 through June 2012, all students in Grades K-2, in order to meet our goals and strategic objectives will participate in a program of a daily 90-minute mathematics block in the Balanced Workshop model to establish a strong foundation for our emergent mathematics. Students will be encouraged to organize their mathematical thinking through verbal communication and social interaction. Problem solving is made the center of instruction. It is integrated in all the math lessons. In the lower grades, they introduce problem solving using the number stories. The emphasis is on the variety of problem solving strategies. Implementation of graphic organizers as a learning tool will continue. An emphasis will be on problem solving to promote divergent thinking within a classroom. Teachers will create and present problems similar to real life situations while focusing on problem solving. Teachers will provide individual on-going assessments based on data retrieved from Math Performance Indicators, classroom assessments, and observations in order to create differentiated instructional strategies. Employing these and other techniques will provide a rich classroom environment for our students for real life problems outside the classroom.

In Grades 3-8, to meet our goals and strategic objectives, we will continue our 75-minute math block. The Math curriculum is aligned with the Common Core Standards as well as the new Common Core State Standards. Problem solving is made the center of the Math instruction. The emphasis is on the variety of problem solving strategies. "Do Now" activities are provided at the beginning of the Math lesson. They are usually problem solving activities.

create and present problems similar to those shown in the NYC New Performance Standards (test sophistication) that will help achieve our goals. Our students are also introduced to the 2-point and 3-point rubric that are used to evaluate their work. The data obtained from the Progress Monitoring, State Standardized tests, Acuity, Benchmark Exams and other teacher-made assessments is utilized to differentiate the Math instruction. Our classroom has its own Math Center in place. This is where the students go to when they need resources or manipulatives to help them. Students will use manipulatives, calculators and computers for a rich variety of investigations. When presenting their ideas and work to the class during accountable talk, our students will be encouraged to organize their mathematical thinking through verbal and/or written communication. They will be asked to analyze and evaluate the strategies presented by others and will be called upon to apply their knowledge to interdisciplinary situations. We will provide individual on-going assessments to increase Math skills for proficiency. Math instruction will be presented in a workshop model. Additional group instruction will be provided to our targeted students so as to move them from Level 2 into Level 3.

Our Math coordinator will continue to provide on-site professional development, including modeling of lessons to classroom teachers.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Funds for professional development activities will provide opportunities for per diem teachers to be obtained so that our Coaches and teachers can train others on how to engage parents' interests in their children's education, and provide them with strategies to help their children in ELA and mathematics

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Mentoring teachers meet with their new teachers two to three times per week. Mentors push into the classroom and have discussions/give feedback to the new teachers in accordance with the guidelines of the Department of Education. The principal also meets monthly, or as needed, with teachers who have had their probation extended. The Coaches also provide support to improve teacher effectiveness.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We have notified the parents about the school's identification for school improvement by modifying the template of the letter provided by the Department of Education for that purpose.

**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>Ms. N Manning-Andrews</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>288</b>
School Name <b>The Shirley Tanyhill School</b>			

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

Principal <b>Ms. J-L Kinard</b>	Assistant Principal <b>Ms. D. Lambert</b>
Coach <b>Mr. J. Whitaker</b>	Coach <b>Mrs. R. Codeniera</b>
ESL Teacher <b>Ms. H. Famina</b>	Guidance Counselor <b>Mr. S. Turpin</b>
Teacher/Subject Area <b>Mr. W. Hitchhock/ Science</b>	Parent <b>Mrs. P. Baker</b>
Teacher/Subject Area <b>Mrs. A. Sands/Writing</b>	Parent Coordinator <b>Mr. R. Monroe</b>
Related Service Provider <b>Mrs. T. Francois</b>	Other <b>Mrs. R. Alpert</b>
Network Leader <b>Ms. N. Manning-Andrews</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>518</b>	Total Number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>5.41%</b>
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## Part II: ELL Identification Process

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

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

According to the Department of Education mandated requirements, every newly admitted student goes through the LEP Identification Process. The team responsible for this process includes a fully certified and licensed ESL teacher, Ms. Famina, an ESL administrator, Ms. Lambert, a school secretary, Ms. Nissen, and one or two school members that speak one of our ELLs' native languages (Ms. Villalba, Spanish; Ms. Famina, Russian; Mr. Saed, Arabic) and can assist during an oral interview.

The first step in identifying ELLs is an informal oral interview which is given to each student whose Home Language Survey and other background information indicate that he/she may be an English Language Learner. The interview is conducted in English, or student's/parents' native language, if needed, asking the questions on the HLIS form to help identify student's understanding and ability to speak the English language.

The next step of the LEP Identification Process is the administration of the Home Language Identification Survey which includes an informal oral interview in English, one in the student's native language, and a formal initial assessment. As a result, if it's discovered that the student speaks a language other than English and/or speaks little or no English at all, the ESL teacher moves to the second step of the LEP Identification Process and administers the Language Assessment Battery-Revised (LAB-R) within the first 10 days of the student's entrance.

If a student scores at or above a state designated level of proficiency on the LAB-R, he or she is placed in a general education program. If a student scores below that level, he or she is identified as an ELL and placed in an appropriate ESL program which is a Pull-Out ESL program in PS/IS 288. Students whose native language is Spanish and who score below proficiency on the LAB-R are administered a Spanish LAB to determine their language dominance.

As soon as a student is identified as an ELL, his/her parents or guardians are notified in writing through Parent Entitlement Letters and are invited to attend a Parent Orientation Session which is conducted by the ESL teacher, the Parent Coordinator (Mr. Monroe), together with other designated staff members within a week after LAB-R administration. Parents who cannot attend the session can set up an appointment to meet and discuss the program.

During this session parents watch an Orientation Video for Parents of English Language Learners in their native and/or English languages, get familiar with all three ESL program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available in different schools around the city and the ones that are present in the school. Additionally, every parent is informed of the state standards, various assessments, tests, and school expectations that govern the ESL programs. At the end of the session each parent has an opportunity to ask questions about the programs; he/ she completes the Parent Survey and Program Selection form making his/her choice. Most of the time, the ESL program model offered at the school is aligned with parent requests.

If a Program Selection form is not returned, the default program for ELLs is Transitional Bilingual education as per CR Part 154. However, because the only program available in PS/IS 288 is an ESL Push-in/Pull-out program, an ESL teacher, Parent Coordinator and all designated staff members have a consultation with a parent (conducted in his/her own native language) and he/ she is provided with information about nearby schools that might support the same ESL and/or Transitional Bilingual Education programs in which the parent is interested. All Program Selection forms are returned at the end of the orientation session (or during a set-up appointment), kept on file and revisited a few times during a school year. If a parent chooses to select a bilingual program as their first choice and if the number of ELLs in the school grow to support a bilingual class in the same native language (in grades K-8 when there are 15 or more

ELLs of the same language in two contiguous grades), then the student will be placed in a bilingual class at PS/IS 288. In cases of changing or adding another ESL program in the school all parents are notified immediately. Within the last few years, only a few parents requested a Transitional Bilingual and Dual Language program. This year one of the LAP team's main goals is to monitor the number of bilingual parent requests in order to determine if there are enough students to warrant one or two bilingual classes. The annual evaluation of ELLs in PS/IS 288 takes place every spring through the administration of the New York State English as a Second Language Achievement Test (NYSESLAT). Its results are used to determine ELLs' English proficiency and whether or not students must continue ESL services. According to NYSESLAT results, ESL students who score at a Beginning or Intermediate level receive 360 minutes of ESL instructions per week. Students who score at an Advanced level receive a total of 180 minutes of ESL instruction per week. All students that score at a Proficient level stop getting ESL services and continue their general education program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	6
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	25	1	3	1	0	1	2	0	2	28
Total	25	1	3	1	0	1	2	0	2	28

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

### C. Home Language Breakdown and ELL Programs

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	5	2	2		1	1						20
Chinese						1	1							2
Russian														0
Bengali														0
Urdu		1												1
Arabic	1			1		1	1	1						5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	7	4	5	3	2	2	3	2	0	0	0	0	0	28

## 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?

There are 28 ESL students (grades K-8) in PS/IS 288.

All ESL students are grouped either heterogeneously or homogeneously in order in to meet all ELLs' needs. There are four ESL groups in this school (grades K-1, 2, 3-5, 6-8). Each group contains between four and eleven students. According to the language proficiency determined by the LAB-R and/or NYSESLAT, every ELL scoring at the Beginning and Intermediate levels in these groups receive 360 minutes of ESL instruction per week which is equal to eight periods per week. All ELLs that scored at the Advanced group receive 180 minutes of ESL instruction per week which is equal to four periods per week. According to Part 154 of the Commissioner's Regulations (CR Part 154), all Advanced ELLs receive 180 minutes (4 periods) of ELA instruction per week.

As there are 28 ELLs in the school in grades K-8 and all of them come from different classes, the only ESL program presently available at PS/IS 288 is a "pull-out" model. A full-time licensed ESL teacher pulls out ELLs from their classes for two periods two to four days a week to provide ESL instruction to the students.

This year the ESL certified faculty members along with administration developed a new approach in order to try to minimize pull-outs as much as possible and focus on an a combination of sheltered immersion classes, push-in, and co-teaching approaches. Students from one or two grades will be grouped together in fewer groups for instruction for 4 or 8 periods a week according to their level of English proficiency and receive ESL instruction during a regular or cluster class period. In order to implement this model, an additional ESL teacher is needed. There is also a need for additional ESL professional development in the area of Second Language Acquisition for regular education teachers and administrators.

This year our school organized content-based ESL periods provided by the ESL teacher and content-area teachers (our math coach and science teacher) at a minimum of two times a week for each of all four groups. This instruction is delivered through sheltered and small group instruction. Also, teachers provide meaningful languageinput using TPR, visuals (diagrams, charts, pictures) realia, hands-on activities, and NLA support. Very often ELLs are grouped heterogeneously and thus, have opportunities to work with their peers who serve as peer tutors.

All four groups of ELLs in PS/IS 288 receive a variety of ESL instruction on a daily basis in a small group setting.

Out of 28 ESL students, 6 students are placed in self-contained Students with Disabilities classes (in grades 1, 3, 6, 7). They receive services in accordance with the mandates of their IEPs.

Instructional plans for ELLs' subgroups are the following:

ELLs that have been in US schools fewer than 3 years (newcomers):

- Lowering students' "affective filter"
- Activating students' prior knowledge
- Providing small-group instruction

## A. Programming and Scheduling Information

- Differentiated instruction
  - Constant modeling and repetition
  - Creating cooperative learning groups with bilingual peer helpers
  - Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
  - Simplifying the language of instruction ( e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing)
  - Developing BICS and simplified CALP
  - Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students' culture and history)
  - Incorporating choral reading and Read-Alouds into every lesson
  - Using bilingual picture dictionaries
  - Incorporating more reading and writing with every lesson
  - Performing various formal and informal assessments (Running Records, teacher-student conferences)
- \* Teaching students simple test-taking skills and focusing on test terminology
- \*\* Using all these strategies during cluster periods

ELLs receiving service for 4 to 6 years:

- Small group instruction
  - Differentiated instruction
  - Grouping students homogeneously and heterogeneously
  - Constant modeling and scaffolding
  - Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in written form
  - Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio
  - Asking inferential and higher order thinking questions
  - Introducing and developing figurative language
  - Focusing on developing students' CALP and BICS
  - Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
  - Teaching note-taking
  - Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects etc.)
- \* Teaching students various test-taking skills and focusing on test terminology
- \*\* Using all these strategies during cluster periods

Long-Term ELLs (6 years and longer):

- Small group instruction
- Differentiated instruction
- Modeling
- Using every opportunity to transfer students' literacy skills from L1 to L2
- Focusing on developing CALP rather than on the development of BICS but at the same time providing continuous language support to access content
- Scaffolding (especially in ELLs' weak areas such as writing)
- Working with a variety of texts in order to provoke discussions or model some writing styles
- Guided Writing employing various contents and structures
- Teaching skills to help ELLs pass the standardized tests and various assessments
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student

## A. Programming and Scheduling Information

conferences)

\* Teaching students various test-taking skills and focusing on test terminology

\*\* Using all these strategies during cluster periods

ELLs identified as having special needs:

- Co-teaching of ESL and Special Ed classroom teachers
- Small group instruction

### 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
Constant modeling and repetition	100%	100%	100%
Activating the students' prior knowledge	75%	75%	75%
BICS and CALP development	50%	50%	50%
Providing modified ESL instructions and	25%	25%	25%
Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)	100%	100%	100%
Monitoring and documentation of progress	75%	75%	75%
conferences)	50%	50%	50%
* Teaching students various test-taking skills and	25%	25%	25%
** Using all these strategies during cluster periods	100%	100%	100%
	75%	75%	75%
	50%	50%	50%
	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

- Smaller-group instruction
- Intensive development of BICS and CALP
- Differentiated instruction

## 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?

PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs' literacy and math skills and improve their academic performance and test scores.

The Math Coach and literacy specialists who received ESL Professional Development turn-key to the classroom and cluster teachers. Our math coordinator reinforces Everyday Mathematics program in grades K-2, the MacMillan McGraw Hill Math program in grades 3-5 and the McDougal & Little Series in grades 6-8. Our literacy specialists reinforce the Open Court Phonics program in grades K-2 and a new reading series, Scott Foresman's Reading Street in grades 3-8. The Math Coach and literacy specialists provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies in their programs. Our students also get additional help in our Math + ESL After School Program which they attend for two hours every Monday and

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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As of this year, our school plans to open an ESL Saturday School that will target ELLs' special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.

There are some other supplemental services that PS/IS 288 offers to ELLs.

We have an After School Home Tutor Program (to help with homework or reinforce work being done in school), consultation, translation/interpretation services for ELLs and their families which are provided to ELLs before and after school.

PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:

- On Our Way to English Program by Rigby with all of its components (K-5)
- Leveled ESL library (A-Z levels, grades K-8)
- Running Records toolkit (K-8 grades)
- Audio Center with a leveled Audio Library (grades K-8)
- Multicultural and bilingual library (grades K-8)
- Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
- "Contact USA" (1, 2 and 3), "What A World!" Amazing Stories from Around the Globe (1, 2 and 3) and "What A Life!" Stories of Amazing People by Longman (a complete set of workbooks in beginning, high beginning, intermediate and advanced levels; grades 5-8)
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- Smart Boards (Math and Science, grades 3-8)
- computer-based technologies (laptops, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs).

Native Language support is delivered in our Freestanding ESL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

In order to support age, grade and proficiency levels of our ESL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ESL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate.

The needs of our ESL students currently are being met by the above outlined program. The data shows that this program is effective as we had 12 students last school year who scored at the Proficient level on the Spring 2010 NYSESLAT. Also, we had many ELLs that moved from Beginner to Intermediate, as well as from Intermediate to Advanced levels.

## B. Programming and Scheduling Information--Continued

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## Courses Taught in Languages Other than English

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Math:

### 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.

There is a professional development plan for all ELL staff in the school.

Our ESL teacher receives regular ESL professional development provided by the DOE. Within the last few years, she attended various ESL workshops and seminars including an Effective Second Language Acquisition Seminar that was held by Stephen Krashen, an international expert, author and leader in ESL Professional Development. This year she will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional development. Ms. Famina, Mr. Turpin (Guidance Counselor), Ms. Watson-Byers (Social Worker) will attend Brain Research: Keeping ELLs in Mind workshop. This three-session workshop (November 2, 17, 2011, and December 7, 2012) is developed to help ESL teachers to get a deeper understanding of the cognitive, cultural and emotional aspects of ELLs' learning in order to help students become more successful in school. Our Math Coordinator, Mrs. Codeniera, will attend School Leadership for ELL Mathematics Workshops on December 8, 2011, January 26, February 9, March 15, April 19, May 17, and May 31, 2012. This workshop is dedicated to improving the quality of teaching the new CCLS for math to English Language Learners. She will also attend Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs workshop on November 1, 2011 November 30, December 13, January 19, February 13, and March 12, 2012. The workshop will help math teachers and coordinators to increase performances by ELLs in math in order to meet state standards and to give the opportunity to develop a sufficient understanding of the underlying mathematical concepts.

Other PD's that are planned for 2011-2012 school year will be targeted to support ELL's on the ELA, Math, Science, and Social Studies exams, developing and understanding content area instructions, building comprehension in the native language as well as through English. Members of our School Leadership team, including school administrators and Mrs. Nissen, the secretary, will also attend a professional development on LAP (November 11 and December 8, 2011) which will help to study an updated LAP tool kit and create academically rigorous programs to meet the needs of the ELL population.

Ms. Famina (along with classroom teachers) will attend professional development sessions and workshops to gain a better understanding of the literacy, math, social studies, science curriculum and ways to support ELL's in it.

PS/IS 288 provides support for English Language Learners as they transition from elementary to middle school. Mr. Turpin, our school guidance counselor, holds sessions where he informs and explains about possible middle school placements and provides information to understand about middle school. Mr. Monroe, the school's parent coordinator, meets with ELLs and their parents. ELLs also have the opportunity to talk with teachers and staff members about the local middle schools.

Every year our non-program staff (content-area teachers and classroom teachers) receive additional ESL professional development provided by the DOE and on-site ELL training provided by an ESL teacher for about 7.5 hours per year. This allows our educators to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs.

The following topics will be addressed during ESL staff development in the 2011-2012 academic school year:

- Creating Content Based ESL Curriculum to ease the ELLs' transition from elementary to middle and middle to high school;
- Effective Strategies and Support for Teaching ELLs;
- Closing the Vocabulary Gap for ELLs (a six-step scaffolding process, etc.);
- Differentiating Instructions for ELLs (flexible grouping, using diversity, etc.)

Also, all teachers in PS/IS 288 have constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

### 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?

## 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?

Parental involvement is very important in PS/IS 288. We have a PTA that provides parents with comprehensive resources and encourages them to get involved and stay involved in the lives and education of their children. The PTA holds meetings every month and discusses main issues our parents are interested in or challenges and problems they face. During these meetings we evaluate the needs of the parents analyzing the data received from various parents' questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where they are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English).

Also, as mentioned before, parents of general education and ESL students receive various consultations regarding their children, their academic success and other issues on a daily basis. ESL parents are also provided with translation/interpretation services.

PS/IS 288 holds parent-teacher conferences every fall and spring. In addition to report cards, progress reports will periodically be sent home as well. During these conferences parents have an opportunity to discuss their children's academic progress with all their children's teachers, who, in their turn, can address all the needs of the parents. Additionally, every year our school offers ELLs' parents ESL evening classes and ESL Saturday classes (which they can attend for free), organizes Cultural Events for ESL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport's Day, Halloween Parade etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration and representatives from SES after school programs. All these involvement activities help educators and administration to understand, address and analyze the parents' needs and provide better service to them and their children.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	50%
75%	
50%	
25%	
	Freestanding ESL
100%	0%
75%	
50%	
25%	

## 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.
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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?

PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs' literacy and math skills and improve their academic performance and test scores.

The Math Coach and literacy specialists who received ESL Professional Development turn-key to the classroom and cluster teachers. Our math coordinator reinforces Everyday Mathematics program in grades K-2, the MacMillan McGraw Hill Math program in grades 3-5 and the McDougal & Little Series in grades 6-8. Our literacy specialists reinforce the Open Court Phonics program in grades K-2 and a new reading series, Scott Foresman's Reading Street in grades 3-8. The Math Coach and literacy specialists provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies in their programs.

Our students also get additional help in our Math + ESL After School Program which they attend for two hours every Monday and Wednesday. The program is developed and co-taught by Math and ESL teachers and incorporates various components of teaching Math content through the prism of ESL, its strategies, techniques and NLA support.

As of this year, our school plans to open an ESL Saturday School that will target ELLs' special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.

There are some other supplemental services that PS/IS 288 offers to ELLs.

We have an After School Home Tutor Program (to help with homework or reinforce work being done in school), consultation, translation/interpretation services for ELLs and their families which are provided to ELLs before and after school.

PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:

- On Our Way to English Program by Rigby with all of its components (K-5)
- Leveled ESL library (A-Z levels, grades K-8)
- Running Records toolkit (K-8 grades)
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- computer-based technologies (laptops, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs).

Native Language support is delivered in our Freestanding ESL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

In order to support age, grade and proficiency levels of our ESL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ESL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate.

The needs of our ESL students currently are being met by the above outlined program. The data shows that this program is effective as we had 12 students last school year who scored at the Proficient level on the Spring 2010 NYSESLAT. Also, we had many ELLs that moved

## B. Programming and Scheduling Information--Continued

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### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

There is a professional development plan for all ELL staff in the school.

Our ESL teacher receives regular ESL professional development provided by the DOE. Within the last few years, she attended various ESL workshops and seminars including an Effective Second Language Acquisition Seminar that was held by Stephen Krashen, an international expert, author and leader in ESL Professional Development. This year she will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional development. Ms. Famina, Mr. Turpin (Guidance Counselor), Ms. Watson-Byers (Social Worker) will attend Brain Research: Keeping ELLs in Mind workshop. This three-session workshop (November 2, 17, 2011, and December 7, 2012) is developed to help ESL teachers to get a deeper understanding of the cognitive, cultural and emotional aspects of ELLs' learning in order to help students become more successful in school. Our Math Coordinator, Mrs. Codeniera, will attend School Leadership for ELL Mathematics Workshops on December 8, 2011, January 26, February 9, March 15, April 19, May 17, and May 31, 2012. This workshop is dedicated to improving the quality of teaching the new CCLS for math to English Language Learners. She will also attend Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs workshop on November 1, 2011 November 30, December 13, January 19, February 13, and March 12, 2012. The workshop will help math teachers and coordinators to increase performances by ELLs in math in order to meet state standards and to give the opportunity to develop a sufficient understanding of the underlying mathematical concepts.

Other PD's that are planned for 2011-2012 school year will be targeted to support ELL's on the ELA, Math, Science, and Social Studies exams, developing and understanding content area instructions, building comprehension in the native language as well as through English. Members of our School Leadership team, including school administrators and Mrs. Nissen, the secretary, will also attend a professional development on LAP (November 11 and December 8, 2011) which will help to study an updated LAP tool kit and create academically rigorous programs to meet the needs of the ELL population.

Ms. Famina (along with classroom teachers) will attend professional development sessions and workshops to gain a better understanding of the literacy, math, social studies, science curriculum and ways to support ELL's in it.

PS/IS 288 provides support for English Language Learners as they transition from elementary to middle school. Mr. Turpin, our school guidance counselor, holds sessions where he informs and explains about possible middle school placements and provides information to understand about middle school. Mr. Monroe, the school's parent coordinator, meets with ELLs and their parents. ELLs also have the opportunity to talk with teachers and staff members about the local middle schools.

Every year our non-program staff (content-area teachers and classroom teachers) receive additional ESL professional development provided by the DOE and on-site ELL training provided by an ESL teacher for about 7.5 hours per year. This allows our educators to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs.

The following topics will be addressed during ESL staff development in the 2011-2012 academic school year:

- Creating Content Based ESL Curriculum to ease the ELLs' transition from elementary to middle and middle to high school;
- Effective Strategies and Support for Teaching ELLs;
- Closing the Vocabulary Gap for ELLs (a six-step scaffolding process, etc.);
- Differentiating Instructions for ELLs (flexible grouping, using diversity, etc.)

Also, all teachers in PS/IS 288 have constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

### 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?

## 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?

Parental involvement is very important in PS/IS 288. We have a PTA that provides parents with comprehensive resources and encourages them to get involved and stay involved in the lives and education of their children. The PTA holds meetings every month and discusses main issues our parents are interested in or challenges and problems they face. During these meetings we evaluate the needs of the parents analyzing the data received from various parents' questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where they are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English).

Also, as mentioned before, parents of general education and ESL students receive various consultations regarding their children, their academic success and other issues on a daily basis. ESL parents are also provided with translation/interpretation services.

PS/IS 288 holds parent-teacher conferences every fall and spring. In addition to report cards, progress reports will periodically be sent home as well. During these conferences parents have an opportunity to discuss their children's academic progress with all their children's teachers, who, in their turn, can address all the needs of the parents. Additionally, every year our school offers ELLs' parents ESL evening classes and ESL Saturday classes (which they can attend for free), organizes Cultural Events for ESL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport's Day, Halloween Parade etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration and representatives from SES after school programs. All these involvement activities help educators and administration to understand, address and analyze the parents' needs and provide better service to them and their children.

## 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)	1	1	1			1								4
Intermediate(I)														0
Advanced (A)	3	2				1								6
Total	4	3	1	0	0	2	0	0	0	0	0	0	0	10

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>	1	1	2		1	1	1						
	<b>A</b>	1	2		1		1							
	<b>P</b>	1	3	3	1	1	1	2	2					

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3				3
4	1				1
5	4	2			6
6	3				3
7		1	1		2
8	2	3			5
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	2		1						3
4	1								1
5	2		4		2	1		1	10
6	1		2		1				4
7			1		1				2
8	2		3						5
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	1								1
8	2		3						5
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

### New York State Regents Exam

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

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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.

The ESL program administrator periodically evaluates the ESL program using a database (LAB-R, NYSESLAT, Math, ELA, and Science scores; report card grades; ECLAS-2 and language proficiency levels) to determine if students are making progress and improving their English language skills as well as meeting or approaching academic standards.

Seventeen of our ESL students tested out of the ESL program.

As seen in the tables above, the data patterns across proficiency levels (on the LAB-R and NYSESLAT) reveal that only five ESL students in grades K-8 moved one or two levels up in comparison with the last 2010 NYSESLAT. However, we had seventeen ESL students in

## 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: <u>The Shirley Tanyhill School</u></b>		<b>School DBN: <u>21K288</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. J-L Kinard	Principal		10/26/11
Ms. D. Lambert	Assistant Principal		10/26/11
Mr. R. Monroe	Parent Coordinator		10/26/11
Ms. H. Famina	ESL Teacher		10/26/11
Mrs. P. Baker	Parent		10/26/11
Mr. W. Hitchhock/ Science	Teacher/Subject Area		10/26/11
Mrs. A. Sands/Writing	Teacher/Subject Area		10/26/11
Mr. J. Whitaker	Coach		10/26/11
Mrs. R. Codeniera	Coach		10/26/11
Mr. S. Turpin	Guidance Counselor		10/26/11
Ms. N. Manning-Andrews	Network Leader		10/26/11
Mrs. R. Alpert	Other <u>Technology</u>		10/26/11
Mrs. T. Francois	Other <u>Speech</u>		10/26/11
	Other		10/26/11
	Other		10/26/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **21K288** School Name: **The Shirley Tanyhill**

Cluster: \_\_\_\_\_ Network: **CFN110**

**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**

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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.

A review of the 2009 New York State English as a Second Language Achievement Test (NYSESLAT) scores show that our ELL students scored higher in Listening and Speaking and that they have difficulty with the Reading and Writing sections of the exam. A review of the latest NYS standardized tests indicates that most of our ELLs scored at Levels 1 and 2 in ELA, math and other content areas. Initial contact with parents of newly enrolled targeted ELL students occur via the Parent Orientation meeting which is held in the fall and periodically thereafter. Information and requirements in their native language is provided regarding the ELL Mandated Program. Our parent coordinator is available to meet ELL parents and supply materials and resources whenever needed. Parents of ELLs are encouraged to participate in the school's Parent Teachers Association. Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual paraprofessionals, and other school staff. Written communications are transcribed on the computer and edited by these individuals.

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.

To date, there have been no major difficulties providing parents with written translation and interpretation needs.

## Part B: Strategies and Activities

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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.

Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual paraprofessionals, and other school staff. Written communications are transcribed on the computer and edited by these individuals. To date all translation services have been done with in-house school staff and/or parent volunteers.

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 interpretation services will be provided during parent meetings, parent-teacher conferences, etc. They will be provided by in-house school staff.

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>.

Signs are prominently posted at all exits in the eight required languages informing parents that translation and interpretation services are available. All communications from our school are sent home in both English and Spanish (our ELL population's dominant language).

## 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: PS/IS 288	DBN: 21K288
Cluster Leader: Camilla Holmes	Network Leader: Nichele Manning-Andrews
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 25 # of certified ESL/Bilingual teachers: 1 # 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: To further increase the number of ELL students who score out of the ESL (17 of 45 during the 2010-2011 school year), our third, fourth, fifth, and sixth grade ELL students will receive small group instruction in all language modalities and in the content areas of ELA, math, social studies, science in the Title III funded ESL After School Program. The program will begin in November 2011 and end in January 2012. The program will operate on Tuesdays and Thursdays from 3 p.m. - 5 p.m. The language of instruction will be English. Our mathematics and literacy specialist teachers will work in conjunction with our ESL teacher to ensure that all individual student needs are addressed. The materials used will be Delta Publishing's "Backpack", a 7-level course for ELLs.

### 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: Not applicable

### 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 ESL and teacher specialists will offer workshops for parents of ELL students. These workshops will be scheduled monthly from 4 p.m. - 5 p.m. and will cover topics of interest to the parents, e.g., helping their children at home. Parents will be notified of these activities via letters written in both Spanish and English and interpreters will be provided for non-English speaking parents.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$10,497.76	26 two-hour sessions = 52 hours X \$49.89 X 3 teachers = \$7,782.84 1 supervisor at 52 hours X \$42.21 = \$2,714.92 Total: \$10,497.76
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 listed.</li> </ul>	\$675.00	Delta Publishing - "Backpack" 7-level course for ELLs 25 student books @ \$16.50 = \$412.50 25 student workbooks @ \$10.50 = \$262.50
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,172.96	\$11,172.96