



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**           ETHAN ALLEN          

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**           19K306          

**PRINCIPAL:**           MS. LAWRENCE BURROUGHS           **EMAIL:**           LBURROU2@SCHOOLS.NYC.GOV          

**SUPERINTENDENT:**           MS. ROSE-MARIE MILLS

**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
Ms. LaWrence Burroughs	*Principal or Designee	
Ms. Bertha Bell-Lee	*UFT Chapter Leader or Designee	
Ms. Justine Williams	*PA/PTA President or Designated Co-President	
Ms. Patricia Thompson	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	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**

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

*By June 2012, All students, including Limited English Proficient and Students with Disabilities student groups will demonstrate progress towards achieving state standards as **measured** by a 5% increase in those subgroups scoring at Level 3 & 4 on the NYS ELA assessment.*

### **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.

After analyzing the last three years of student performance data on state assessments in ELA, it was clear that all student groups, except for our Special Needs students, did not demonstrate the required Adequate Yearly Progress (AYP) for the 2010-2011 school year.

### **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) time line for implementation.

### **ACTIVITY # 1:**

- **PROFESSIONAL DEVELOPMENT (PD):** Correlated to the Common Core Learning Standards (CCLS) we look at student work and on-going data to analyze, monitor, plan and revise curriculum through mapping; Collaborative Inquiry and Planning grade teams have been scheduled and established weekly; use of rubrics with the language of the CCLS to provide specific feedback to students; and in-service support for our new reading programs which are CCLS aligned, "Journeys" and "Literature."
  - **TARGET POPULATIONS:** Teachers of grades 2-8 whose students scored below a Level 3 and/or did not meet the benchmark score of progress monitoring assessments..
  - **RESPONSIBLE STAFF:** Assistant Principals of grades 2-8, Literacy Coach, Network 535 and other external staff developers, and Data Specialist
  - **TIMELINE:** September 2011 – May 2012
  - **INCLUSION OF TEACHER INPUT:**
    - Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
    - Teachers work collaboratively on curriculum mapping via inquiry and planning meetings, and through Google.doc
    - Teachers will utilize the data from assessments with special regard to the three benchmarks of progress monitoring, and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.
      - Periodic Assessment Dates: Progress monitoring benchmarks in September 2011, January 2012, and May 2012; Acuity in November 2011, January 2012, and March 2012

## ACTIVITY # 2

- **ACADEMIC INTERVENTION SERVICES (AIS):** We have established six means of intervention services;
  - **Lunch-n-Learn:** Grades 2-8, small group instructional tutoring, implemented during regular lunch hours
  - **Supplementary Educational Services (SES):** Provides students of grades 2-8 with one-on-one tutoring during regular school hours or after school tutoring
  - **Seamless Day Tutorial:** Provides grades 2-8 students with tutoring in both ELA and Mathematics
  - **21<sup>st</sup> Century:** Grades 6-8, are provided with both ELA and Math tutorials intertwined with theater, dance, and life-skills; there is also a parent involvement component
  - **Wellness Committee:** In partnership with the Healthy Schools organization to campaign for improved nutrition for students and staff – a healthy body leads to healthy minds!
  - **Supplemental Pull-out/Push-in Services:** Coaches and other out-of-classroom teaching staff, and outside resources, such as student teachers and F-status personnel tutor small groups in both ELA and Mathematics.
    - **TARGET POPULATIONS:** All students of grades 2-8 who have either scored below a Level 3 on the ELA state exam in the previous year, and/or those who have proven to require intervention services based on progress monitoring assessments administered every two weeks, and Acuity data.
    - **RESPONSIBLE STAFF:** Assistant Principals 2-8, Literacy Coach, Data Specialist, all teachers
    - **TIMELINE:** September 2011 – May 2012
    - **INCLUSION OF TEACHER INPUT:**
      - Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
      - Teachers work collaboratively on curriculum mapping via inquiry and planning meetings, and through Google.doc
      - Teachers will utilize the data from assessments with special regard to the three benchmarks of progress monitoring, and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.
        - Periodic Assessment Dates: Progress monitoring benchmarks in September 2011, January 2012, and May 2012; Acuity in November 2011, January 2012, and March 2012
- **ACTIVITY # 3:**
  - **Text-Based Questioning and Conversations:** *Literacy Shift 4; “Students must have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.”*
    - Crafting text-based questioning
    - Evidence-based discussions
    - Expectations for text-based answers
  - **TARGET POPULATION:** Teachers of grades 2-8.
  - **RESPONSIBLE STAFF:** Assistant Principals of grades PK-8, Literacy Coach, all pedagogical staff
  - **TIMELINE:** September 2011 – June 2012
  - **INCLUSION OF TEACHER INPUT:**
    - Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
    - Teachers work collaboratively on curriculum mapping via inquiry and planning meetings, and through Google.doc
    - Teachers will use student work and observation notes to measure the effectiveness of these activities/strategies.
    - Teachers will utilize the data from assessments with special regard to the three benchmarks of progress monitoring, and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.
      - Periodic Assessment Dates: Progress monitoring benchmarks in September 2011, January 2012, and May 2012; Acuity in November 2011, January 2012, and March 2011

### **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.
  - *Monthly Second Cup of Coffee Parent Workshops led by parent coordinator and assistant principal.*
  - *Saturday, 21<sup>st</sup> Century Parent Workshops which focuses on topics such as Successful Parenting.*
  - *Learning Leaders workshops that provide parents with the skills needed to do volunteer work in the school.*
  - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
  - *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
  - *Parents will be trained on how to use ARIS Parent Link.*

### **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.
  - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
  - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

### **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.
  - **Lunch-n-Learn:** Grades 2-8, small group instructional tutoring, implemented during regular lunch hours
  - **Supplementary Educational Services (SES):** Provides students of grades 2-8 with one-on-one tutoring during regular school hours or after school tutoring
  - **Seamless Day Tutorial:** Provides grades 2-8 students with tutoring in both ELA and Mathematics
  - **21<sup>st</sup> Century:** Grades 6-8, are provided with both ELA and Math tutorials intertwined with theater, dance, and life-skills; there is also a parent involvement component
  - **Wellness Committee:** In partnership with the Healthy Schools organization to campaign for improved nutrition for students and staff – healthy bodies leads to healthy minds!

**Budget and resources alignment**

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

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

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week and/or Saturday) for after school programs and differentiated professional development.*

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

*By June 2012, All students, including Limited English Proficient and Students with Disabilities student groups will demonstrate progress towards achieving state standards as **measured** by a 5% increase in those subgroups scoring at Level 3 & 4 on the NYS Mathematics assessment.*

**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.

After analyzing the last three years of student performance data on state assessments in Mathematics, it was clear that all student groups did not demonstrate the required Adequate Yearly Progress (AYP) for the 2010-2011 school year

**Instructional strategies/activities**

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

### ACTIVITY # 1:

- **PROFESSIONAL DEVELOPMENT (PD):** Correlated to the Common Core Learning Standards (CCLS) we look at student work and on-going data to analyze, monitor, plan and revise curriculum through Collaborative Inquiry and Planning grade teams which have been scheduled and established weekly; use of rubrics with the language of the CCLS to provide specific feedback to students; and in-service support for our math programs.
  - **TARGET POPULATIONS:** Teachers of grades 2-8 whose students scored below a Level 3 and/or did not meet the benchmark score of progress monitoring assessments; however, all teachers are required to participate.
  - **RESPONSIBLE STAFF:** Assistant Principals of grades 2-8, Mathematics Coach, Network 535 and other external staff developers, and Data Specialist
  - **TIMELINE:** September 2011 – May 2012
  - **INCLUSION OF TEACHER INPUT:**
    - Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
    - Teachers work collaboratively on curriculum during both Inquiry and Planning meetings
    - Teachers will utilize the data from assessments with special regard to progress monitoring and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.
      - Periodic Assessment Dates: Unit progress monitoring assessments September 2011 – June 2012; Acuity in November 2011, January 2012, and March 2012

### ACTIVITY # 2

- **ACADEMIC INTERVENTION SERVICES (AIS):** We have established six means of intervention services;
  - **Lunch-n-Learn:** Grades 2-8, small group instructional tutoring, implemented during regular lunch hours
  - **Supplementary Educational Services (SES):** Provides students of grades 2-8 with one-on-one tutoring during regular school hours or after school tutoring
  - **Seamless Day Tutorial:** Provides grades 2-8 students with tutoring in both ELA and Mathematics
  - **21<sup>st</sup> Century:** Grades 6-8, are provided with both ELA and Math tutorials intertwined with theater, dance, and life-skills; there is also a parent involvement component
  - **Wellness Committee:** In partnership with the Healthy Schools organization to campaign for improved nutrition for students and staff – a healthy body leads to healthy minds!
  - **Supplemental Pull-out/Push-in Services:** Coaches and other out-of-classroom teaching staff, and outside resources, such as student teachers and F-status personnel, tutor small groups in both ELA and Mathematics.
    - **TARGET POPULATIONS:** All students of grades 2-8 who have either scored below a Level 3 on the Mathematics state exam in the previous year, and/or those who have proven to require intervention services based on unit/chapter progress monitoring assessments, and Acuity data.
    - **RESPONSIBLE STAFF:** Assistant Principals 2-8, Coach, Data Specialist, all teachers
    - **TIME LINE:** September 2011 – May 2012
    - **INCLUSION OF TEACHER INPUT:**
      - Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
      - Teachers work collaboratively on curriculum during both Inquiry and Planning meetings
      - Teachers will utilize the data from assessments with special regard to progress monitoring and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.
        - Periodic Assessment Dates: Unit progress monitoring assessments September 2011 – June 2012; Acuity in November 2011, January 2012, and March 2012

### ACTIVITY # 3

- **Standards-Based Instructional Planning:** Designed to align our current NYS standards with the CCLS. Collaborative teacher teams on grades 3-8 will identify and chart NYS state standards to be mastered within each unit/chapter of study; create pre-assessments on those standards; align each NYS standard to the CCLS and/or Math Practice Standards (MPS), and differentiate practices and performance tasks using the Strategic Standards-Based Teacher Tool.
  - **TARGET POPULATIONS:** Assistant Principals of grades 3-8; Math Coach, teachers of grades 3-8.
  - **RESPONSIBLE STAFF:** Assistant Principals of grades 3-8, Math Coach, and classroom teachers of grades 3-8
  - **TIME LINE:** September 2011 - June 2012
  - **INCLUSION OF TEACHER INPUT:**
    - Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
    - Teachers work collaboratively on curriculum during both Inquiry and Planning meetings
    - Teachers will use student work and observation notes to measure the effectiveness of these activities/strategies.
    - Teachers will utilize the data from assessments with special regard to progress monitoring and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.
      - Periodic Assessment Dates: Unit progress monitoring assessments September 2011 – June 2012; Acuity in November 2011, January 2012, and March 2012

#### **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.
  - *Monthly Second Cup of Coffee Parent Workshops led by parent coordinator and assistant principal.*
  - *Saturday, 21<sup>st</sup> Century Parent Workshops which focuses on topics such as Successful Parenting.*
  - *Learning Leaders workshops that provide parents with the skills needed to do volunteer work in the school.*
  - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
  - *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
  - *Parents will be trained on how to use ARIS Parent Link.*

#### **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.
  - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
  - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

**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.
  - **Lunch-n-Learn:** Grades 2-8, small group instructional tutoring, implemented during regular lunch hours
  - **Supplementary Educational Services (SES):** Provides students of grades 2-8 with one-on-one tutoring during regular school hours or after school tutoring
  - **Seamless Day Tutorial:** Provides grades 2-8 students with tutoring in both ELA and Mathematics
  - **21<sup>st</sup> Century:** Grades 6-8, are provided with both ELA and Math tutorials intertwined with theater, dance, and life-skills; there is also a parent involvement component
  - **Wellness Committee:** In partnership with the Healthy Schools organization to campaign for improved nutrition for students and staff – healthy bodies leads to healthy minds!

**Budget and resources alignment**

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

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

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week and/or Saturday) for after school programs and differentiated professional development.*

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

*By June 2012, 100% of all students will engage in a rigorous literacy and mathematics task which are aligned with the CCLS. In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.*

*– In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.*

#### **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.

**In preparation for the new CCLS standards, which will be mandated by 2014, we are focusing on the clear understanding, expectations, and implementation of the CCLS as they apply to each area of curriculum.**

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **ACTIVITY # 1:**
  - **PROFESSIONAL DEVELOPMENT (PD):** The focus of our PD plan for this goal is on the Common Core Learning Standards (CCLS) and the twelve shifts, six shifts for each in ELA and Mathematics. Literacy and Mathematics Coaches will facilitate workshops school-wide; by grade; and individually. Coaches will also model and assist in classrooms and confer/plan.
  - Our PD plan includes workshops on:
    - ✓ Identifying and planning for the shifts
    - ✓ Unwrapping the standards
    - ✓ Depth of Knowledge (DOK)
    - ✓ What constitutes “rigor and complexity”
    - ✓ Supporting teachers with the planning and implementation of these standards.
- **TARGET POPULATION:** All teachers of grades PK-8
- **RESPONSIBLE STAFF:** Assistant Principals of grades PK-8, Literacy and Mathematics Coach, all pedagogical staff
- **TIMELINE:** September 2011 – June 2012
- **INCLUSION OF TEACHER INPUT:**
  - Schedules have been established for teachers to meet weekly for grade meetings for both Inquiry and Planning
  - Teachers work collaboratively on curriculum mapping via inquiry and planning meetings, and through Google.doc

- Teachers will use student work and observation notes to measure the effectiveness of these activities/strategies.
- Teachers will utilize the data from assessments with special regard to the three benchmarks of progress monitoring, and Acuity assessments in order to measure the effectiveness of the activities and strategies implemented.
  - Periodic Assessment Dates: Progress monitoring benchmarks in September 2011, January 2012, and May 2012; Acuity in November 2011, January 2012, March 2012 and June 2012

**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.
  - *Monthly Second Cup of Coffee Parent Workshops led by parent coordinator and assistant principal.*
  - *Saturday, 21<sup>st</sup> Century Parent Workshops which focuses on topics such as Successful Parenting.*
  - *Learning Leaders workshops that provide parents with the skills needed to do volunteer work in the school.*
  - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
  - *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
  - *Parents will be trained on how to use ARIS Parent Link.*

**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.
  - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
  - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

**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.
  - Network 535 Support
  - UFT Teacher Center PD

**Budget and resources alignment**

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

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

- *Supervisor per session (2 days per week)*

- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week and/or Saturday) for after school programs and differentiated professional development.*

**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>	35	35	N/A	N/A	1	0	0	18
<b>1</b>	61	31	N/A	N/A	6	0	0	21
<b>2</b>	36	34	N/A	N/A	7	0	0	17
<b>3</b>	55	50	N/A	N/A	3	0	0	17
<b>4</b>	54	48	35	41	0	0	0	12
<b>5</b>	52	43	49	47	0	0	0	13
<b>6</b>	50	36	36	22	10	0	0	10
<b>7</b>	53	41	14	32	51	0	0	17
<b>8</b>	58	42	31	39	26	0	1	21
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<b>Journeys (k-5) and Literature programs(6-8) small group in classroom, during reading block; Leap Frog (k-2) and Leap Track (3) small group, in classroom, during reading block; SES, small group, during and after school; Lunch-n-Learn, small group during lunch periods; Seamless Day, small group, after school; 21<sup>st</sup> Century, small group, after school; Push-in/Pull-out, small group, Coach/teachers/student-teacher</b>
Mathematics	<b>Everyday Mathematics (k-5) and Impact Mathematics programs(6-8) small group in classroom, during reading block; SES, small group, during and after school; Lunch-n-Learn, small group during lunch periods; Seamless Day, small group, after school; 21<sup>st</sup> Century, small group, after school; Push-in/Pull-out, small group, Coach/teachers/student-teacher</b>
Science	<b>AIS services will be implemented for students in Grades 4-8 in targeted small groups during the school day through Lunch-n-Learn as well as afterschool during the Seamless program which will focus on remediation, enrichment and a focus for Grades 4 and 8 in test prep content/skills.</b>
Social Studies	<b>AIS services will be implemented for students in Grades 4-8 in targeted small groups during the school day through Lunch-n-Learn as well as afterschool during the Seamless program which will focus on remediation, enrichment and test prep skills ( literary integration of social studies through English language arts).</b>
At-risk Services provided by the Guidance Counselor	<b>AIS Counseling Services will be implemented for students in Grades K-8 by the Guidance Counselor during the school day in small groups and one-to one sessions consistent with IEP mandates as well as student need.</b>
At-risk Services provided by the School Psychologist	<b>N/A</b>

<b>At-risk Services provided by the Social Worker</b>	<b>AIS Social Work services will be rendered to students in Grades K-8 during the school day in one-to-one sessions consistent with IEP mandates as well as student need.</b>
<b>At-risk Health-related Services</b>	<b>AIS Health-related services will be rendered to students in Grades K-8 during the school day and afterschool consistent with 504 mandates and student need.</b>

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

Our school, 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: 19K306

School Name: Ethan Allen

*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.

School's Findings:

- Teacher's lesson plans, student work displayed on bulletin boards, student work in folders and portfolios, and lesson activities did not reflect planning that was engaging and rigorous for students. Many teachers were not able to differentiate the instruction to meet the needs of the diverse learners in their class.
- Students showed weakness in comprehension, critical thinking, and writing.
- Parent engagement was very low. Attempts to get more parents to participate in our Learning Leaders program was not successful.

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.

The school is using the Houghton Mifflin Journey's program for students in grades k-5 and the Holt Literature program for students in grades 6-8. The use of this anthology will give students the opportunity to interact with complex text that is aligned with the Common Core Learning Standards. In addition to a new literacy program, the school will do the following:

- Identify students who, based on the NYS ELA, scored level 1 and level 2
- Provide an after-school program for these students which will begin in January 2012
- Identify and develop appropriate materials for use with these students
- Support instruction in the classroom through formal and informal observation feedback

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

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

The teachers at PS/MS306K will be offered a variety of professional development opportunities after school and on Saturday's. Some of the topics covered will be:

- Use of Smart Board
- Implementation of Journeys and Literature program
- Teacher Teams /Analyzing Student Work
- Curriculum Mapping

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

The teacher-mentoring program that PS/MS306K will use to ensure that new teachers become highly qualified are as follows:

- Assign tenured teachers as mentors to new teachers
- Individualized professional development will be provided by outside agencies to support teachers with instruction and classroom management
- Common planning time for teachers of common subjects to meet
- Professional development on the Common Core Learning Standards

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.

In accordance with NCLB requirements the school will send to all parents written notification of the school's identification as a Title I Corrective Action school. This letter, based on a sample parent notification letter provided by the Central DOE, describes:

- The meaning of this identification and the specific area(s) for which the school was identified;
- The measures the school is taking to improve student achievement in the area(s) of identification;
- The assistance the school will receive from the Network/District
- The ways parents can become involved in the school's improvement; and
- Parental options regarding School Choice and SES.
- This correspondence, provided in English as well as in the prevalent home languages (Spanish) of students and their parents, will be disseminated to all parents during the school year, as well as to parents of new students during pre-registration counseling.

In addition, this information has been and will be repeatedly shared at PTA/PA meetings. Parents will be regularly informed of the impact of corrective actions taken on improving student achievement through regular progress reporting at PTA/PA meetings and in parent newsletters. Translators will be available at all school-based parent meetings to ensure comprehension by non-English speaking parents, and translated versions of all written information to parents will be provided. A PTA meeting will be scheduled in December with the sole purpose of explaining the status, implications, mandates, and strategies employed by the school to address the areas of identification.

The school's identification will be addressed at the School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents will be determined at that SLT meeting.

**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>Debra Maldonado /Mae Fong</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>306</b>
School Name <b>PS/MS 306</b>			

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

Principal <b>LaWrence Burroughs</b>	Assistant Principal <b>Yasmin Moodie</b>
Coach <b>Annette Glogover</b>	Coach
ESL Teacher <b>Elba Nieves</b>	Guidance Counselor <b>Tamau Elliott</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Helene Thomas</b>
Related Service Provider <b>Aileen Hilzinger</b>	Other <b>Donna Sowerby</b>
Network Leader	Other

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>15</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>684</b>	Total Number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>3.07%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

**Part II: ELL Identification Process**

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

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

1. Students coming to PS/MS 306 and are registering into the NYC school system for the first time receive a Home Language Identification Survey (HLIS) to determine home language along with a brochure describing the three programs in the New York City school system. Upon looking at the HLIS and determining potential flagging as an English Language Learner (ELL), Ms. Elba Nieves or another fully certified, licensed pedagogue, trained in the intake process performs an informal interview with the child in English and if necessary, in the child's native language. An interview is also conducted with a parent in their native language. Based on the responses of the HLIS, Ms. Elba Nieves the ESL teacher, determines whether or not the student is a potential ELL and administers the English LAB to determine English language proficiency. This is an ongoing process and is done within ten days of registration. Once the LAB-R is hand scored, students are initially placed in an appropriate classroom and placement letters are sent to parents informing them of this.

In the Spring of every school year, all ELLs are administered the NYSESLAT exam. We look at the RLER and RLAT reports to double check and determine that all students are eligible to take the NYSESLAT.

2. Parents are invited within ten days of registering their child in New York City to attend our parent orientation to understand all three program choices: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (FESL). The process begins when a student is determined to be a potential ELL via the HLIS. Parents are invited to an orientation to learn and make an educated decision about the three models of ESL programs available. The initial invitation is backpacked with a response time line of five days. If no response is received a second notice is backpacked and sent home. After a second non response, a phone call is made to reach out to the parents and invite them to the orientation. At the orientation, Ms. Elba Nieves assisted by Ms. Helene Thomas the Parent Coordinator; parents view the DVD in their home language. They are asked to enter their choices on the program choice form and all questions from parents are answered by Ms. Nieves.

3. Once the official LAB-R scores are released, the school sends out the entitlement and non-entitlement letters informing them of their child's status as an ELL; as well as, ESL services provided for those students who are designated as ELLs. Based on the parent program selection choice, the students are placed in the program of choice. Parent program selection forms are completed on site and collected by Ms. Nieves, the ESL teacher. Parent surveys and program selection forms are kept in student's file and additional copies of the parent survey and program selection forms are kept by the ESL teacher, Ms. Nieves, in a binder. If a parent does not return the parent program selection form, the student is placed in the FESL program.

4. The criteria we use to place in the appropriate classroom are based on the first choice in the parent program selection survey. After the orientation, parent choices are tallied on a survey intake form. If parent chooses a bilingual program for their child, as per Aspira consent decree, the school is required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades.

5 and 6. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is 100% ESL aligned with the models offered at the school.

# 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>	1	2	4	1	2	2	3	4	2					21
<b>Total</b>	1	2	4	1	2	2	3	4	2	0	0	0	0	21

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	4	4	0	2	5	0	2	21

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	12	0	4	4	0	2	5	0	2	21
Number of ELLs in a TBE program who are in alternate placement: 0										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	4	1	2	2	3	3						18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	1					2
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	1	2	4	1	2	2	3	4	2	0	0	0	0	21

# 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?

### Program and Schedule Information

1. PS/MS306K has a free standing, pull-out/push-in heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. In addition, Ms. Elba Nieves, the ESL teacher's native language is Spanish and is fluent in the language.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull-out/push-in ESL classes.

2. Ms. Nieves, the ESL teacher, ensures that all students receive the mandated minutes of ESL instruction per week as per CR 154. In addition, students receive additional instruction provided for academic intervention services (AIS) through the daily M-F extended 37 1/2 minutes program based on proficiency levels from the LAB-R and NYSESLAT. To ensure that the mandated number of instructional minutes is provided, the ESL teacher will post a copy of her program schedule where it is easily visible by school leadership. A copy of each student's schedule is given to the classroom teacher.

3. Scaffolding and differentiated instruction is based on student proficiency level and collaborative planning by classroom and content teachers. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A literacy approach is aligned to the criteria of CCLS that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

PS/MS306K offers a freestanding ESL program which uses the pull-out/push-in model. In the pull-out model, ELLs who spend the

## A. Programming and Scheduling Information

majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. Students travel to another classroom to receive ESL instruction which is provided by Ms. Elba Nieves, a certified teacher. In the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The programs are available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. The allotted time for ESL instruction is determined by the students' English language proficiency levels. The school schedule is as follows: Middle school begins at 8:00 am and ends at 2:50 pm, Elementary school begins at 8:40 am and ends at 3:30 pm. Thorough consideration to scheduling needs is given by Ms. Elba Nieves, the ESL teacher to allow Beginning and Intermediate students to receive 360 minutes of instruction weekly (double periods/45 minutes each period, four times a week), while Advanced students receive 180 minutes per week (one period/45 minutes, four times a week). Students are grouped in heterogeneous groups. Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies.

4. Native language support is provided as needed. The school library, classroom teachers, parents and ELL students in grades three through eight each have a set of bilingual glossaries for use in the student's native language for Math, Science and Social Studies. Bilingual dictionaries are also available for student use in all grades.

### 5. English Program

#### Current English Language Learners Instructional Programs

PS/MS306K implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to:

- Assist students in achieving English Language proficiency within three years.
- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

#### Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades kindergarten through grade eight. They range from Beginners to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out assistance in their classroom. The teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

#### Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

## A. Programming and Scheduling Information

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

### 5a. Plan for SIFE :

There are no SIFE students currently enrolled at PS/MS306K. In the event, that a SIFE enrolls in our school, they will participate in the ESL program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

### 5b. Plan for ELLs in school less than 3 years/ Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.	75%	50%	25%
5c. Plan for ELLs in school 4-6 years : Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between for use language by actively employing the students' result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).	100%	75%	50%
The ESL Pull-out/Push-in program at PS/MS306K	75%	50%	25%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

- The recruitment and retention of high quality teachers of English Language Learners.

### 5d. Plan for ELLs in school 6 years completed or more / Long Term ELLs

## 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.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

### 8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program.

### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Test modifications when appropriate as per CR 154.

### 10. Future Plans for ELL Programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

11. There are currently no program/services for ELLs that will be discontinued.

### 12. Equal access to all programs

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at PS/MS306K.

### After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program will be conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III is providing an extended week program for ELLs. Through the Seamless Day program, which is held on Tuesdays and Thursdays for elementary school students (3:30 pm to 5:30 pm) ELLs will attend small group sessions after school in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

### 13. Instructional materials including technology/ Instructional materials in Content Areas

PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Freestanding ESL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT

## B. Programming and Scheduling Information--Continued

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

### 8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program.

### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Test modifications when appropriate as per CR 154.

### 10. Future Plans for ELL Programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

11. There are currently no program/services for ELLs that will be discontinued.

### 12. Equal access to all programs

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at PS/MS306K.

### After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program will be conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III is providing an extended week program for ELLs. Through the Seamless Day program, which is held on Tuesdays and Thursdays for elementary school students (3:30 pm to 5:30 pm) ELLs will attend small group sessions after school in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

### 13. Instructional materials including technology/ Instructional materials in Content Areas

PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Freestanding ESL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA

**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)?

Not Applicable

Math:	0			
-------	---	--	--	--

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

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

1. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.  
 School Staff: Within the schools Professional Development program, the focus is on:

- oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.
- oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

2. Support Personnel: Workshops taken by teachers or our ESL staff have included:

- oScaffolding in the content areas
- oNative Language Literacy Development
- oDifferentiation in the ESL classroom
- oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2011 until June 2012.

PD plan for teachers and staff working with ELLs  
 A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS ESL standards,

## D. Professional Development and Support for School Staff

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

### 1. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

- oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.

- oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

- oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

### 2. Support Personnel: Workshops taken by teachers or our ESL staff have included:

- oScaffolding in the content areas

- oNative Language Literacy Development

- oDifferentiation in the ESL classroom

- oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions.

Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2011 until June 2012.

### PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from

## D. Professional Development and Support for School Staff

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

### 1. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

- oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.

- oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

- oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

### 2. Support Personnel: Workshops taken by teachers or our ESL staff have included:

- oScaffolding in the content areas

- oNative Language Literacy Development

- oDifferentiation in the ESL classroom

- oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions.

Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2011 until June 2012.

### PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities,

**E. Parental Involvement**

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

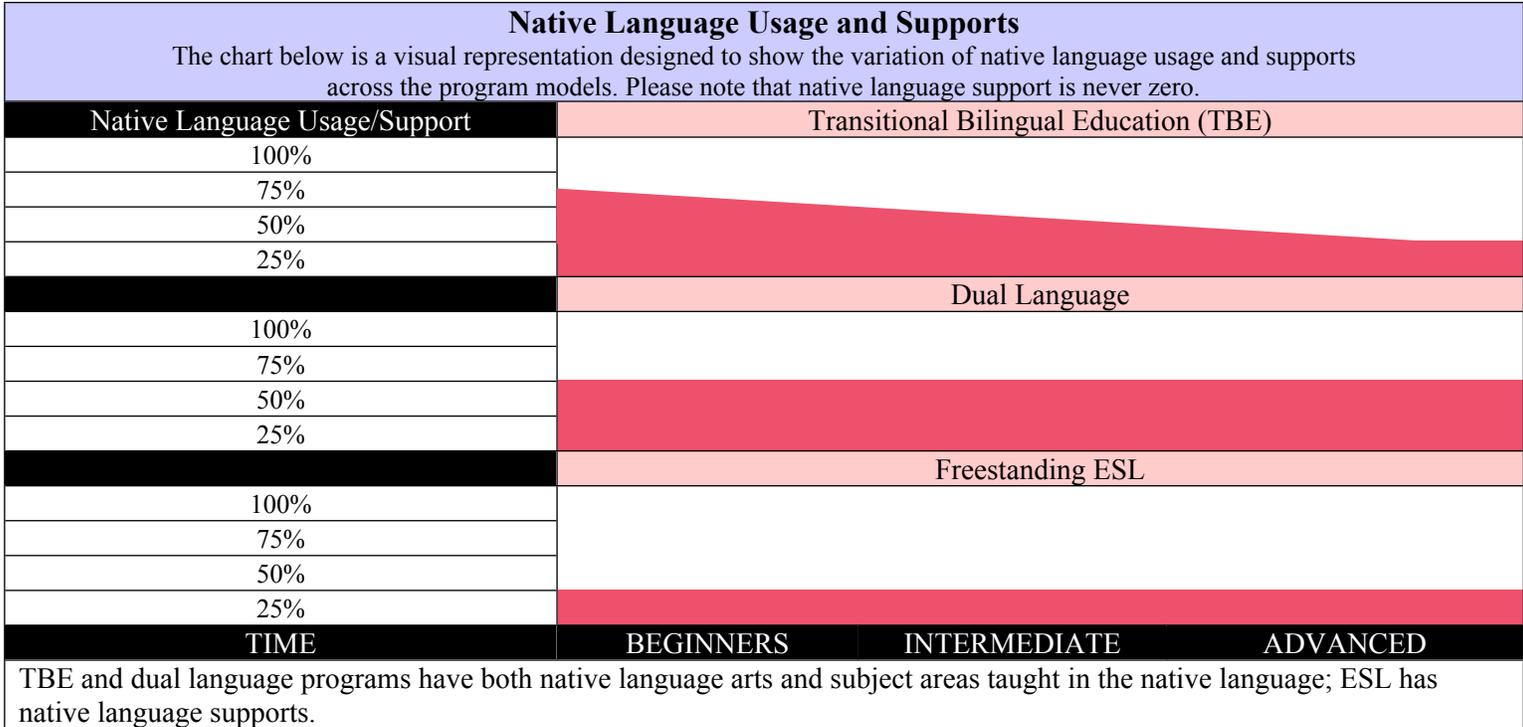
1. During the school year, parents of our ELL students are invited to attend parent workshops during the regular school day and/or after school which will be offered in their native language, whenever possible. These workshops will focus on: expectations of the ELL student, promotional criteria, helping their child to meet the city and state standards in ELA and mathematics, assessments that their children will be taking (NYSESLAT, LAB-R, ELA, City and State Mathematics) during the school year. These workshops are held on a monthly basis by the ESL Teacher and guidance counselor who will have an interpreter for those parents who do not speak English. Other workshops that are offered are Second Cup of Coffee and 21<sup>st</sup> Century Empowerment Initiative. The Second Cup of Coffee workshop is offered by Donna Sowerby, Data Specialist; Helene Thomas, Parent Coordinator; and Tamau Elliott, Guidance Counselor consisting of data information and issues and concerns of parents. The 21<sup>st</sup> Century Empowerment Initiative offers parents workshops on successful parenting, resiliency and other social issues. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child’s classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to complete a survey to address their needs and concerns. Also, they are instructed in their native language, on how to use Aris Parent Links to look up academic and attendance information on their child. Parents of ELLs are also given interpretation services by staff and Translation and Interpretation unit of NYCDOE. They are invited to the Family BBQ and to help in the school garden.

2. In addition, Learning Leaders is a free program offered to parents to promote parental volunteers. There are three sessions offered throughout the year consisting of training in literacy and math skills, in order for parents to help their children achieve academically.

3. The needs of the parents are evaluated through needs surveys given by Ms. Helene Thomas, Parent Coordinator, in their native language.

4. Parent involvement activities address the needs of parents by having them receive flyers and invitations in their native language.

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



**B. Programming and Scheduling Information--Continued**

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

8. Intervention Programs for ELLs (AIS)  
 Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program.

9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)  
 Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Test modifications when appropriate as per CR 154.

## B. Programming and Scheduling Information--Continued

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

### 8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program.

### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Test modifications when appropriate as per CR 154.

### 10. Future Plans for ELL Programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

11. There are currently no program/services for ELLs that will be discontinued.

### 12. Equal access to all programs

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at PS/MS306K.

### After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program will be conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III is providing an extended week program for ELLs. Through the Seamless Day program, which is held on Tuesdays and Thursdays for elementary school students (3:30 pm to 5:30 pm) ELLs will attend small group sessions after school in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

### 13. Instructional materials including technology/ Instructional materials in Content Areas

PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Freestanding ESL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT

## B. Programming and Scheduling Information--Continued

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

### 8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program.

### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Test modifications when appropriate as per CR 154.

### 10. Future Plans for ELL Programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

11. There are currently no program/services for ELLs that will be discontinued.

### 12. Equal access to all programs

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at PS/MS306K.

### After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program will be conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III is providing an extended week program for ELLs. Through the Seamless Day program, which is held on Tuesdays and Thursdays for elementary school students (3:30 pm to 5:30 pm) ELLs will attend small group sessions after school in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

### 13. Instructional materials including technology/ Instructional materials in Content Areas

PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Freestanding ESL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT

- New York State Coach: ELA

## 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.

## 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)?

Not Applicable

## D. Professional Development and Support for School Staff

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

### 1. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

- oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.

- oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

- oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

### 2. Support Personnel: Workshops taken by teachers or our ESL staff have included:

- oScaffolding in the content areas

- oNative Language Literacy Development

- oDifferentiation in the ESL classroom

- oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions.

Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

## D. Professional Development and Support for School Staff

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

### 1. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

- oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.

- oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

- oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

### 2. Support Personnel: Workshops taken by teachers or our ESL staff have included:

- oScaffolding in the content areas

- oNative Language Literacy Development

- oDifferentiation in the ESL classroom

- oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions.

Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2011 until June 2012.

### PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from

## D. Professional Development and Support for School Staff

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

### 1. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.

oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

### 2. Support Personnel: Workshops taken by teachers or our ESL staff have included:

oScaffolding in the content areas

oNative Language Literacy Development

oDifferentiation in the ESL classroom

oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2011 until June 2012.

### PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities,

## E. Parental Involvement

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

1. During the school year, parents of our ELL students are invited to attend parent workshops during the regular school day and/or after school which will be offered in their native language, whenever possible. These workshops will focus on: expectations of the ELL student, promotional criteria, helping their child to meet the city and state standards in ELA and mathematics, assessments that their children will be taking (NYSESLAT, LAB-R, ELA, City and State Mathematics) during the school year. These workshops are held on a monthly basis by the ESL Teacher and guidance counselor who will have an interpreter for those parents who do not speak English. Other workshops that are offered are Second Cup of Coffee and 21<sup>st</sup> Century Empowerment Initiative. The Second Cup of Coffee workshop is offered by Donna Sowerby, Data Specialist; Helene Thomas, Parent Coordinator; and Tamau Elliott, Guidance Counselor consisting of data information and issues and concerns of parents. The 21<sup>st</sup> Century Empowerment Initiative offers parents workshops on successful parenting, resiliency and other social issues. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child's classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to complete a survey to address their needs and concerns. Also, they are instructed in their native language, on how to use Aris Parent Links to look up academic and attendance information on their child. Parents of ELLs are also given interpretation services by staff and Translation and Interpretation unit of NYCDOE. They are invited to the Family BBQ and to help in the school garden.

2. In addition, Learning Leaders is a free program offered to parents to promote parental volunteers. There are three sessions offered throughout the year consisting of training in literacy and math skills, in order for parents to help their children achieve academically.

3. The needs of the parents are evaluated through needs surveys given by Ms. Helene Thomas, Parent Coordinator, in their native language.

4. Parent involvement activities address the needs of parents by having them receive flyers and invitations in their native language.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	3		1		2	2						11
Intermediate(I)			1					1	1					3
Advanced (A)				1	1	2	1	1	1					7
Total	1	2	4	1	2	2	3	4	2	0	0	0	0	21

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		0		0		0		1
5	0		2		0		0		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	1		1		0		0		2
7	0		2		0		0		2
8	1		1		0		0		2
NYSAA Bilingual Spe Ed					1		1		2

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

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

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

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

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

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

1. The assessment tools that our school uses to assess the early literacy skills of our ELLs are ECLAS-2 and the NYSESLAT.

2. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers.

3. After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

### 4. Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, ECLAS-2, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use of technological activities in the classroom.
- Utilization of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements and Every Day Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT (Title III).

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for teaching ELLs in English Language Arts

## 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.

## Part VI: LAP Assurances

<b>School Name: <u>Ethan Allen</u></b>		<b>School DBN: <u>19K306</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LaWrence Burroughs	Principal		10/19/11
Yasmin Moodie	Assistant Principal		10/19/11
Helene Thomas	Parent Coordinator		10/19/11
Elba Nieves	ESL Teacher		10/19/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Annette Glogover	Coach		10/19/11
	Coach		
Tamau Elliott	Guidance Counselor		10/19/11
Mae Fong	Network Leader		
Aileen Hilzinger	Other <u>IEP Teacher</u>		10/19/11
Donna Sowerby	Other <u>Data Specialist</u>		10/19/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19K306      **School Name:** PS/MS 306 Ethan Allen

**Cluster:** CEI-PEA      **Network:** 535

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents of ELLs are offered written and oral interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

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.

The needs of the parents are evaluated through needs surveys given by the Parent Coordinator in their native language.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parents of ELLs are offered written interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Written interpretation services are a daily help in communication between school staff and parents. Parent involvement activities also address the needs of parents by having them receive flyers and invitations in their native language.

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.

Parents of ELLs are offered oral interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, oral interpretation services are a daily help in communication between school staff and parents.

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>.

PS/MS 306 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. PS/MS 306 will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. PS/MS 306 will provide parents of more than 10% of the children that speak a primary language that is neither English nor a covered language, and shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. The Department's website shall provide information in each of the

covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

## 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/MS 306 Ethan Allen	DBN: K19306
Cluster Leader: Debra Maldonado	Network Leader: Mae Fong
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 19
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 4

### 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: In order to support learning and foster community involvement, we use our funding to create a supplementary program for ELLs. These include:

Seamless Day Program: The Seamless Day program runs two days a week, from 3:30 pm to 5:30 pm. The Seamless Day program begins in November 2011 and ends May 2012. There are three groups of students, one beginning group, one intermediate group and one advanced group ranging from first to fifth grade. The ESL teacher pushes into each of the Seamless Day classes, thirty minutes for each group, 3:30-4:00 for the advance group, 4:00-4:30 for the intermediate group and 4:30-5:00 for the beginning group. The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through listening, speaking, reading, and writing. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on listening, speaking, reading and writing. Students will use materials called Buckle Down for both ELA and Math.

Middle School students are offered to participate in the Purelements Program which is held on Mondays and Wednesdays from 3:00 pm to 5:00 pm. Students have the opportunity to learn dance and theatre. The Future Leaders Program offers life skills to middle school students on Mondays and Wednesdays from 3:00 pm to 5:00 pm. This program educates students on social awareness issues. In addition to these programs, the 21st Century Academic Enrichment program offered on Tuesdays and Wednesdays from 3:00 pm to 5:00 pm give ELLs the opportunity to attend small group sessions after school in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests. Students in this program will use materials called Buckle Down for both ELA and Math.

### 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: PS/MS 306's professional development program for Title III program teachers as well as other staff responsible for delivery of instruction and services for ELLs are as follows:

Professional development is provided by school staff and community learning support personnel organization.

## Part C: Professional Development

School Staff: Within the schools Professional Development program, the focus is on:

- oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.

- oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

- oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

Support Personnel: Workshops taken by teachers or our ESL staff have included:

- oScaffolding in the content areas

- oNative Language Literacy Development

- oDifferentiation in the ESL classroom

- oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2011 until June 2012.

PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These

## Part C: Professional Development

sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

Sheltered Instruction Observation Protocol (SIOP): A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.

Cognitive Academic Language Learning Approach (CALLA): A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.

Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is

### Part C: Professional Development

appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.

Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

Training of all staff – 7.5 Hours required/ records

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at PS/MS306K are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of our network. The training will be facilitated to staff in the Spring. Each participant will be awarded a certificate of completion upon completion of the training series.

### 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: During the school year, parents of our ELL students are invited to attend parent workshops during the regular school day and/or after school which will be offered in their native language, whenever possible. These workshops will focus on: expectations of the ELL student,

### Part D: Parental Engagement Activities

promotional criteria, helping their child to meet the city and state standards in ELA and mathematics, assessments that their children will be taking (NYSESLAT, LAB-R, ELA, City and State Mathematics) during the school year. These workshops are held on a monthly basis by the ESL Teacher and guidance counselor who will have an interpreter for those parents who do not speak English.

Other workshops that are offered are Second Cup of Coffee and 21st Century Empowerment Initiative. The Second Cup of Coffee workshop is offered by Donna Sowerby, Data Specialist; Helene Thomas, Parent Coordinator; and Tamau Elliott, Guidance Counselor consisting of data information and issues and concerns of parents. The 21st Century Empowerment Initiative offers parents workshops on successful parenting, resiliency and other social issues. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child’s classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to complete a survey to address their needs and concerns. Also, they are instructed in their native language, on how to use Aris Parent Links to look up academic and attendance information on their child. Parents of ELLs are also given interpretation services by staff and Translation and Interpretation unit of NYCDOE. They are invited to the Family BBQ and to help in the school garden.

In addition, Learning Leaders is a free program offered to parents to promote parental volunteers. There are three sessions offered throughout the year consisting of training in literacy and math skills, in order for parents to help their children achieve academically.

The needs of the parents are evaluated through needs surveys given by the Parent Coordinator in their native language. Parent involvement activities address the needs of parents by having them receive flyers and invitations in their native language.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		