



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ESSENCE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):19X311

PRINCIPAL: CLAUDY MAKELELE

EMAIL: CMAKELELE@SCHOOLS.NYC.GOV

SUPERINTENDENT: 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
Claudy Makelele	*Principal or Designee	
Joseph Usatch	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Jeanette Williams	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	
Charlene Osani	Member/Teacher/Grade 6	
Janet Watson	Member/Teacher/Grade 7	
Pamela Diaz	Member/Teacher/Grade 8	
	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Implementation of a performance task in ELA aligned to the Common Core Learning Standards (CCLS).

By June 2012:

- All students will have engaged in at least one literacy performance task embedded in a rigorous curriculum unit and aligned to the CCLS.
- All curriculum units will have been reviewed and revised to include rigorous embedded tasks, aligned to the CCLS with instructional supports for all student learners.
- All ELA teachers will develop at least one rigorous CCLS aligned task and incorporate the Norman Webb Depth of Knowledge (DOK) into the units of study.
- 3% improvement in the 2011-12 NYS ELA Test from 23.6% students performing at proficiency levels 3 & 4 to at least 26.6%

Comprehensive needs assessment

The New York State School Report Card: Accountability and Overview Report 2010-11 showed that IS 311 did not make AYP in the 'All Students' and 'Black or African American' categories in ELA.

Progress Report 2011 showed that in the NYSELA 2010-11 IS311 had 42.3% 'Lowest Third Citywide', 42% 'Self-Contained/CTT/SETSS' and 38.7% 'Black and Hispanic males in Lowest Third Citywide' that fell within the 75th Growth Percentile or Higher. Performance overall in the 2010-11 NYSELA Test was 23.6% at proficiency levels 3 and 4.

When we examine our ELA data we understand there is a need to improve student's ability to find and explain evidence for their ideas, discussion points and arguments in literacy. In order to do this our professional development focus will be on reviewing ways to improve our instructional supports to assist our students to nonfiction and particularly informational texts.

Instructional strategies/activities

The IS311 ELA team will use a CCLS aligned writing rubric that has a 'demonstrates ability to provide reasoning behind argument(s)' category for this assessment. We will review student's writing samples to identify the next steps towards moving students up at least one level of achievement (using the rubric). In order to do this we will utilize 3-5 focus-student work samples, from each grade, to help us refine our instruction and to develop a set of well-crafted and specific strategies that supports the achievement of rigorous written tasks with evidence supporting a claim.

For this to occur the following steps will take place from September 2011 to May 2012.

1. PD will be provided to teachers on the Common Core Library (Citywide Instructional Expectations). In Fall 2011, IS311 will take the next step in building teacher understanding around CCLS with the 50 minute PD module; 'Deep Dive into the CCLS - Reading Standards for

Informational Text'

2. All students will complete CCLS aligned task for each grade, requiring them to read and analyze informational texts and write opinions and arguments in response.
3. Our Special Education teacher will co-plan with the ELA Coach and the ELA teachers to help create multiple entry points and instructional scaffolding to support students with the full range of learning needs at IS311. They will plan opportunities to integrate smart and strategic ways to improve academic language and thinking around informational texts and to ensure the rich assessment tasks that are selected are cognitively demanding tasks aligned to the CCLS and the DOK.
4. The ELA Coach and team will select 3-5 focus students per grade and review their writing samples to identify the next steps to take all students to the next level of achievement, based on the rubric.
5. ELA team will use an Inquiry approach to working with the focus-student work samples to refine instruction and develop a set of well-crafted and specific strategies to support the achievement of rigorous written tasks that demand evidence to support a claim.
6. The team will then review the focus-student work samples from a task set again in May 2012 to monitor progress.
7. ELA Coach and team will refine the relevant units of study to try to ensure improvement of academic rigor in our instruction.

Strategies to increase parental involvement

- Parent volunteer contracts
- Events such as the Family Day Picnic and Thanksgiving Feast
- Broadway shows
- Trips with students
- Invited to share in Community gatherings, school special events
- Parent Coordinator
- Open Parent/Parent Coordinator gatherings
- Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school
- Parent Workshops (ARIS)
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information
- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- SLT Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers through rigorous selection process (interview and demonstration lesson)
- Teachers are informed and wherever appropriate have a role to play in decision making
- Teacher appreciation luncheon are offered before the holiday period to support staff morale
- Ongoing professional development both onsite and out of the building
- Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.
- Weekly grade level meetings
- Weekly discipline (subject) meetings
- Mentors provided for new teachers

Service and program coordination

- CHAMPS
- Literacy through the Arts

Budget and resources alignment

Title I, Title 3 Funding will be used to support this work through the following:

- Per session funding for collaborative planning and curriculum writing
- Consultants
- Texts and multi media materials to support reading and writing informational texts
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Implementation of a performance task in Math aligned to the Common Core Learning Standards (CCLS)

By June 2012:

- All students will have engaged in at least one mathematics performance task embedded in a rigorous curriculum unit and aligned to the CCLS.
- All Math teachers, with the support of the Math Lead Teacher, will have developed at least one task that is CCLS aligned and incorporates the Norman Webb Depth of Knowledge (DOK).
- Mathematics units will have been reviewed to include, wherever applicable, at least one rigorous embedded task that is aligned to the CCLS with instructional supports for all student learners.
- 3% improvement in student achievement of proficiency levels 3 & 4 in NYS Math Test 2012 from 40.3% to 43.3%

Comprehensive needs assessment

The New York State School Report Card: Accountability and Overview Report 2010-11 showed that IS311 made AYP in the 'All Students' and 'Black or African American' categories in Mathematics. The Progress Report 2011 showed that in the NYS MATH 2010-11 IS311 had 57% 'Lowest Third Citywide', 47.4% 'Self-Contained/CTT/SETSS' and 55% 'Black and Hispanic males in Lowest Third Citywide' that fell within the 75th Growth Percentile or Higher. Performance overall in the 2010-11 NYS Math Test 40.3% at proficient levels 3 and 4.

When we examine our mathematics data we understand there is a need to improve student's ability to find and explain evidence for their ideas, discussion points and arguments in mathematics. In order to do this our professional development focus will be on reviewing ways real mathematicians use mathematics to represent and solve authentic problems in the world. Additionally we want to support all of our students, including our subgroups to assist them to perform at a higher level of cognitive demand. We will make use of the instructional supports in the Common Core Library including those suggested for Students with Disabilities.

Instructional strategies/activities

1. PD opportunities will be provided that exposes staff to student work and diagnostic tasks aligned to the selected standards, available on the Common Core Library (CITYWIDE INSTRUCTIONAL EXPECTATIONS). In Fall 2011, IS311 will take the next step in building teacher understanding around CCLS in Math by reviewing the language functions needed to provide entry points to the math content.
2. The Mathematics team will begin an inquiry process and review the NYC Common Core-Aligned Tasks embedded in the grade specific mini units and instructional supports provided in the 'Common Core Library for Mathematics'.

3. The Assistant Principal, relevant Network personnel, Lead Mathematics Teacher and the Mathematics Team will conduct this inquiry at two points – Fall 2011 and again in Spring 2012.
4. The Mathematics team will make recommendations as to how the NYC Common Core-Aligned Tasks & units will be implemented in each grade - either by using all or portions of the materials provided in the Common Core Library, or by creating their own tasks within the existing IS311 units in Mathematics. Teachers will review the task-specific supports for Students with Disabilities.
5. The agreed Common Core-Aligned tasks will be given in Fall 2011 to all students Grade 6-8 in Mathematics and again in Spring 2012 (with another CCLS aligned task given to all students).
6. Using Rubrics the Mathematics team will assess the resulting student work and decide on 3-5 focus-students per grade only. The work-samples from the focus-student group will allow the Mathematics team to begin their inquiry. They will examine the student work to consider what additional instructional supports that will need to be embedded into at least one other existing units of study, for Mathematics for each grade.
7. In Spring 2012 the Mathematics Lead Teacher and team will select another CCLS aligned task to be given to all students and the same 3-5 focus student work samples will be collected.
8. The inquiry work will focus on how the focus-student work samples will inform our Mathematics instruction, specifically by including cognitively demands tasks and making use of the DOK. The Mathematics team, assisted by the Lead Math teacher and the Assistant Principal will collaboratively review the curriculum to ensure it includes, where applicable, at least one rigorous embedded task and multi entry points for all learners, based on the lessons learned from the inquiry process.
9. The emerging instructional expectations will allow IS311 to adjust what and how we teach in order to help all students succeed on cognitively demanding tasks in Mathematics and develop along the continuum toward college and career readiness (CCLS).

Strategies to increase parental involvement

- Parent volunteer contracts
- Invited to share in Community gatherings, school special events
- Parent Coordinator
- Open Parent/Parent Coordinator gatherings
- Parent Workshops (ARIS)
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information
- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- SLT Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers through rigorous selection process (interview and demonstration lesson)
- Teachers are informed and wherever appropriate have a role to play in decision making
- Teacher appreciation luncheon are offered before the holiday period to support staff morale
- Ongoing professional development both onsite and out of the building for all teachers
- Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment
- Weekly grade level meetings
- Weekly discipline (subject) meetings
- Mentors provided for new teachers.

Service and program coordination

Champs Programs
Literacy through the Arts

Budget and resources alignment

Title I, Title 3 Funding will be used to support this work through the following:

- Per session funding for collaborative planning and curriculum writing
- Consultants
- Resources and materials for math manipulation
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Strengthening the instructional core by developing the effectiveness of our teaching using the Danielson Framework.

By June 2012 the principal and assistant principals will have:

- explored observation templates and feedback protocols in ARIS Learn
- developed an observation tool adapted from Danielson framework and the Norman Webb Depth of Knowledge Model for Cognitive Complexity (DOK)
- embarked on short, frequent cycles of classroom observations
- improved their capacity to provide evidence-based feedback to all teachers
- undertaken individual conferences with teachers and provided specific and timely feedback, with the expectation that teachers will act on it
- set up a program of professional supports for teachers to develop a thorough understanding of the Common Core Learning Standards (CCLS) and to understand what cognitively demanding tasks look like (ARIS Learn)
- improved Student Progress overall from 22.5 to 25.5 and Student Performance from 4.8 to 6.8.

Comprehensive needs assessment

In the 2010-11 NYS Tests IS311 scored 22.5 for *Student Progress* overall (C Grade), 4.8 for *Student Performance* overall (D Grade) and 3.5 in the *Closing the Achievement Gap* with an overall score of 34.4 (C Grade). From this data we conclude that Student Performance is our greatest priority. In the 2010-11 NYSELA Test, 33.9% students performed at level 3 & 4 and in the NYS Math Test 53.1% students performed at level 3 and 4.

We are a school in 'Good Standing' in 2010-2011 and achieved 'Proficient' in the 2009-2010 School Quality Review.

In the new school year we will utilize the *Charlotte Danielson Framework* and the *Norman Webb Depth of Knowledge Model for Cognitive Complexity* to further develop effectiveness and rigor in our teaching and to plan a more differentiated professional development strategy to provide for the specific needs of all our teachers. Feedback will take place during the 1:1 conferences and will include positive responses and next steps toward achieving excellence in teaching.

Instructional strategies/activities

1. In September 2011, Principal and Assistant Principal will examine the Charlotte Danielson Framework for Teaching and develop observation feedback protocols.

2. Throughout Fall 2011, teachers will receive professional development around the purpose and nature of the Charlotte Danielson Framework and the Norman Webb *Depth of Knowledge Model for Cognitive Complexity* (DOK).
3. Early Fall 2011, Principal and Assistant Principal will develop a schedule of short, frequent cycles of classroom observations across Grade 6 - 8 classes of approximately 6-8 mini observations per teacher. There will be schedule set up to provide focused feedback to each and every teacher at suitable intervals throughout the school year.
4. From Fall 2011 and continuing throughout 2011-12, the cabinet will design a program of professional development to deepen the alignment of curriculum and assessment to the CCLS (see Goal 1 & Goal 2) for all teachers on using rich and cognitively demanding performance tasks for the purpose of examining student work in ELA and Mathematics.
5. Administration will use the framework as a guide to support teachers in building proficiency in specific domains of practices. Through an inquiry approach teams will be supported in refining their understanding of what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice. Webb's four levels of depth-of-knowledge are level 1 (recall), level 2 (skill/concept), level 3 (strategic thinking), and level 4 (extended thinking), and these are applicable to all subject areas and at all grade levels, including college.
6. ELA Coach, Lead Mathematics Teacher, Assistant Principal and Principal and network personnel (as applicable) will model best instructional practices to support and assist teachers to improve their delivery of academically rigorous instruction. They will facilitate collaboration for teachers to engage in a cycle of inquiry and make instructional adjustments to the relevant units of study in ELA and Mathematics.
7. Teachers, in their teams, will further develop this work by devising grade appropriate rich performance tasks as a vehicle for examining student work. To prepare for looking closely at student work; all teachers will have students write opinions and arguments in response to reading and analyzing appropriate grade level information texts, as clearly laid out in Goals 1 and 2.
8. In Spring 2012, grade teams will share with the Faculty their findings and demonstrate how, by looking closely at focus-student work samples, adjustments can be made, thereby developing a shared understanding of success (defined by CCLS), and determining how to adjust teacher practice to support student development along the continuum of college and career readiness.

Strategies to increase parental involvement

- Parent volunteer contracts
- Trips with students
- Invited to share in Community gatherings and special events
- Parent Coordinator
- Open Parent/Parent Coordinator gatherings
- Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school

- Parent Workshops (ARIS)
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information
- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- SLT Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers through rigorous selection process (interview and demonstration lesson)
- Teachers are informed and wherever appropriate have a role to play in decision making
- Teacher appreciation luncheon are offered before the holiday period to support staff morale
- Ongoing professional development both onsite and out of the building
- Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.
- Weekly grade level meetings
- Weekly discipline (subject) meetings
- Mentors provided for new teachers

Service and program coordination

Budget and resources alignment

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

Title I, Title 3 Funding will be used to support this work through the following:

- Per session funding for collaborative planning and curriculum writing
- Consultants
- Resources and materials
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc)

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Improve Learning Environment Results (School Communication) in the NYC School Survey

By June 2012:

- Increase by 59% to at least 69% of teachers taking the NYC 2011-12 Teacher Survey
- Improve the score in the 'Communication' component of the IS311 School Survey from 6.1 to at least 6.9 – which is the Citywide Average for all Middle Schools.

Comprehensive needs assessment

Following the retirement of the founding principal a new principal was welcomed to IS311 in 2009. In a time of an education change and increased DOE accountability measures we have clarified a need to be working toward strengthening our shared vision for the achievement of our students and the education environment at our school. We will be working to invigorate the exchange of ideas toward improving all aspects of communication 'between teachers', 'between teachers and the cabinet' and the 'school with the wider school community'. We will work towards at least a 10% improvement in the participation rate of teachers in the NYC School Survey, representing an increase by 59% to 69% of teacher's positive responses in the NYC 2011-12 Teacher Survey.

Instructional strategies/activities

1. Cabinet and UTF will review the 2010-11 survey results
2. Teachers will participate in a workshop around the survey and the impact on school Progress Report and provide feedback through their grade teams
3. Cabinet and UFT will review the feedback and prioritize the comments into goals and develop strategies to address them
4. Principal and Assistant Principal will present their findings and action plan to faculty
5. Teachers will be provided with a time frame to participate in the online survey for 2011-12.

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.

- Parent volunteer contracts
- Events such as the Family Day Picnic and Thanksgiving Feast
- Broadway shows
- Trips with students
- Invited to share in Community gatherings, school special events
- Parent Coordinator
- Open Parent/Parent Coordinator gatherings
- Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school
- Parent Workshops (ARIS)
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information
- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- SLT Meetings
- Specially arranged teacher/principal/parent meeting to set goal(s) with a student.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers through rigorous selection process (interview and demonstration lesson)
- Teachers are informed and wherever appropriate have a role to play in decision making
- Teacher appreciation luncheon are offered before the holiday period to support staff morale
- Ongoing professional development both onsite and out of the building
- Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.
- Weekly grade level meetings
- Weekly discipline (subject) meetings
- Mentors provided for new teachers

Service and program coordination

Budget and resources alignment

Title I, Title 3 Funding will be used to support this work through the following:

- Per session funding for collaborative planning and curriculum writing
- Consultants
- Resources and materials

- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc)

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

Improvement in cognitive rigor through questioning and discussion techniques

By June 2012:

- School-wide Professional Development on using questioning and discussion techniques
- Most teacher's questions elicit a thoughtful responses
- Majority of students participate in classroom discussions.

Comprehensive needs assessment

In the 2010-11 NYS Tests IS311 scored 22.5 for 'Student Progress' overall (C Grade), 4.8 for 'Student Performance' overall (D Grade) and 3.5 in the 'Closing the Achievement Gap' with an overall score of 34.4 (C Grade). From this data we conclude that Student Performance is our greatest priority. In the 2010-11 NYSELA Test, 33.9% students performed at level 3 & 4 and in the NYS Math Test 53.1% students performed at level 3 and 4.

We are a school in 'Good Standing' in 2010-2011 and achieved 'Proficient' in the 2009-2010 School Quality Review.

In the new school year we will utilize the *Charlotte Danielson Framework* and the *Norman Webb Depth of Knowledge Model for Cognitive Complexity (DOK)* to further develop effectiveness and rigor of our teaching and specifically to plan a more differentiated professional development strategy to provide for the specific needs of all our teachers.

Instructional strategies/activities

1. Conduct a short observation cycle in Fall, focused on the nature of teacher questioning (low to high level) and the approximate rate of student participation in class discussions (limited to high participation rate).
2. Principal, Assistant Principal, ELA Coach and Mathematics Lead Teacher will plan and schedule professional development to support improvement in Domain 3 (instruction) on the continuum from 'ineffective to highly effective'.
3. PD conducted using 'Designing Coherent Instruction', 'Engaging Students in Learning', and 'Using Questioning and Discussion

Techniques' (Charlotte Danielson's Framework for Teaching).

4. Classroom models are set up to try out different techniques to extend the rate and range of effective questioning and discussion techniques.
5. Conduct a short observation cycle from Fall 2011 to Spring 2012, focused on recording changes in the nature of teacher question and student participation in class discussions.
6. Feedback is provided during the 1:1 feedback conferences with teachers when they will be invited to discuss next steps and possibilities for professional development support.
7. Through the cycle of observations the positive feedback will record the evidence and improvement in delivery of DOK, thereby achieving more rigor and greater levels of differentiation in classes overall.
8. Coach, Lead Teacher and teachers will collate their examples of what good questioning and discussions looks like in IS311 classrooms.
9. Survey of teachers early in the year and at the end of the year will reveal how our questioning techniques regarding DOK have improved as a result of the professional dialogue throughout the school year 2011-12.

Strategies to increase parental involvement

- Parent volunteer contracts
- Invited to share in Community gatherings, school special events
- Parent Coordinator communication with individuals and the school community
- Open Parent/Parent Coordinator gatherings
- Focused Grade Meetings: 6th grade Orientation, 8th grade applying for high school
- Parent Workshops
- Information will be provided to parents on the measures being put in place to improve instruction at the regular monthly PTA meetings
- Parent Coordinator distributes information
- Parent /Teacher Conferences held regularly with Report Card and translation is available as required
- SLT Meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% highly qualified teachers through rigorous selection process (interview and demonstration lesson)

- Teachers are informed and wherever appropriate have a role to play in decision making
- Teacher appreciation luncheon are offered before the holiday period to support staff morale
- Ongoing professional development both onsite and out of the building
- Teachers have access to differentiated, whole grade/staff professional development opportunities to enable them to fulfill their role and to achieve professional fulfillment.
- Weekly grade level meetings
- Weekly discipline (subject) meetings
- Mentors provided for new teachers

Service and program coordination

Budget and resources alignment

Title I, Title 3 Funding will be used to support this work through the following:

- Per session funding for collaborative planning and curriculum writing
- Consultants
- Resources and materials for math manipulation
- Technology hardware and software to support instruction, thinking and practice (printers, laptop carts, SmartBoards etc)

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 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	23	10	n/a	n/a	3	n/a	25	n/a
7	24	11	n/a	n/a	8	n/a	30	n/a
8	42	24	n/a	n/a	10	n/a	35	n/a

9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	In ELA, students are given support in their particular areas of weakness as identified through standardized test scores, WRAP assessments, classroom observations, and classroom tests. Balanced Literacy is used throughout the day that lends itself to guided reading where students work with the teacher on their instructional level. Ability groups meet during tutorial periods, and on Saturdays. Special Needs and ESL staff push in during the school day to support and modify the lessons to meet the needs of the students. AUSSIE Consultant also mentor teachers on specific ELA strategies i.e., differentiated instruction.
Mathematics	The Impact Math Program is used for instruction and The Connected Math Program is used to supplement. Connected Math emphasizes hands on experiences and the use of manipulative, which help struggling students with new concepts. Ability groups meet after school, during lunch, during tutorial periods, and on Saturdays. Special Needs and ESL staff push in during the school day to support and modify the lessons to meet the needs of the students
Science	n/a
Social Studies	n/a
At-risk Services provided by the Guidance Counselor	1 on 1 counseling, small group counseling, family sessions, and home visits are provided by our Guidance Counselor/Social Worker.
At-risk Services provided by the School Psychologist	n/a

At-risk Services provided by the Social Worker	Small group activities for example drug awareness, workshops on bullying and bereavement along with community service projects
At-risk Health-related Services	n/a

**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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 Groll, Christop	District 19	Borough Brooklyn	School Number 311
School Name The Essence School			

B. Language Allocation Policy Team Composition

Principal Claudy Makelele	Assistant Principal Sekinah Smith
Coach Robyn Lonesome	Coach Pamela Diaz
ESL Teacher Rosalind Segura	Guidance Counselor Hattie Dupree
Teacher/Subject Area Charlene Oseni, French Teacher	Parent Michael Haughton
Teacher/Subject Area type here	Parent Coordinator Patricia Davenport
Related Service Provider type here	Other Rose Bokoler-Cutler
Network Leader Lucious Young	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	185	Total Number of ELLs	11	ELLs as share of total student population (%)	5.95%
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Part II: ELL Identification Process

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

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

When students enter our school as a new admit we immediately give the parent a Home Language Identification Survey to complete. The pupil accounting secretary reviews this form. If a language other than English is checked as the preferred language, the Assistant Principal is immediately notified. After the parent and child is interviewed by the Assistant Principal, a referral is made to the testing coordinator and the ESL teacher to schedule the LAB-R. Pedagogues are there to assist parents with any questions on completing the forms. In-house staff are also available to translate if necessary. We have 2 Spanish speaking staff, the ESL Teacher, Ms. Segura, and Ms. Sanchez on of the school secretaries. We have the French teacher, Ms. Oseini, and a Haitian Creole speaking teacher, Mr. Fortunat. The forms are also available in multiple languages from the DOE website. The Language Assessment Battery-Revised (LAB-R) exam is administered during the first two weeks of being admitted. If the student fails the LAB-R, and his home language is Spanish, he is then administered the Spanish Lab-R. ESL services will begin usually within the first week that student is enrolled. Our school psychologist and school social worker are also consulted in the final decision making process. A second meeting is held with the parent and child to discuss proper placement. The assistant principal and the ESL teacher meets with the parent and child. If additional support is needed the school social worker and the school psychologist joins the meeting. It is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the Freestanding ESL push-in model. The three educational options, Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language are explained to the parent. A list of the schools with these programs in the area is made available to the parent.

At the start of the school year, the Assistant Principal checks the ATS system and runs the ELL reports and checks the NYSELAT scores to determine which students are still in need of services. Parents are sent letters to let them know if their children are still entitled to receive services at the Essence school or in a different type of program at a different school. Entitlement, non-entitlement, continued-entitlement, letters are sent out at this time. The ESL teacher manages this responsibility. Our annual open house is usually held the last Thursday in September. At this event, parents are given a survey to determine if they are still interested in our Freestanding ESL program or participating in another program. Our grade 8 students meet with the Guidance Counselor to determine which program students will continue at the high school level.

To enter the Essence School, all parents and students must be interviewed before acceptance. Parents are informed during the interview process that the Essence School only has a Free Standing ESL program and the services are a push-in model. During the first two weeks of school, entitlement letters, parent surveys, and the program selection forms are mailed. These forms are also distributed again at our annual open house.

Every few days in October, and weekly thereafter, ATS is used to ensure all potential ESL students are identified, in addition to the HLIS form. Either the ESL teacher, one of our testing coordinators or the Assistant Principal conducts the process from formal initial assessment, conducting the LAB-R, provideing ESL services and administering the yearly NYSELAT. The NYSELAT is the assessment utilized by the ESL teacher to measure the growth and assess the individual needs ESL students in the 4 categories of testing, speaking, listening, reading and writing. During the first few weeks of the year the ESL teacher sends out an entitlement letter

both by mail and a copy is sent with the student, in addition, copies are kept in the compliance binder. The ESL teacher also plans with the Parent Coordinator an Ell Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the ELL parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Copies of all documentation are kept in the compliance binder. We offer a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly.

All documents are stored in the ELL compliance binder every year and stored permanently. The Ell compliance binder contains the HLIS, Parent Survey and Program Selection Forms, and all information passed out at the Ell parent orientation. The compliance binder also contains the entitlement letters sent out at the beginning of the year and the BESIS reports and all the principal certifications completed.

Because our ELL population is a total of 11 students of different languages (Arabic, Spanish, French), there are not enough students to create a bilingual class as per the TBE mandate of 15 students of 2 continuous grades that speak the same language. Parents are given the choice of enrolling their children in our school where they will receive freestanding ESL services or enrolling at another school where they can receive Dual Language instruction or transitional Bilingual Education.

If the ELL population were to grow these needs would be taken into account and new programs would be offered based on expressed interests in ELL parent orientation meetings and the Parent Survey & Program Selection forms and conversations between the school staff and parents and students.

After reviewing the Parent Selection Form, it has been noted that 100% of our parents select for their children to remain in the Essence School. Parents choose to have their child remain in our Free Standing Program due to the convenience of the location. During the course of the school term, parents are always welcome to revisit their decisions. They can meet with the Assistant Principal, ESL teacher and or the Parent Coordinator. Our ESL teacher has an informal information meeting with parents every year usually in December. At this meeting, parents are invited to visit classrooms and talk about services that are available.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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	2	0	0	4	0	0	6	0	0	12
Total	2	0	0	4	0	0	6	0	0	12

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

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
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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

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							4	6	1					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	6	1	0	0	0	0	12

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Our school program is an intergrated model. All of our classes are mixed with general ed, special ed, and our ELL students. All students are in their appropriate grades. Our related service providers and our ESL teacher push-in. All of our intervention services are offered in English and all class instruction is in English. We also offer after school tutorial classes in ELA and in Math. Saturday classes are offered mid-year. For all new ELL students, extra support is provided by our ELA teachers. Long term ELL's also receive additional support from the ELA teachers. We try to purchase as many books that we can on audio tapes. Teachers are insturcted to use as many visual aids as

A. Programming and Scheduling Information

possible and to provide students with intensive vocabulary. Teachers use DVD's , magazines, high -interest, low reading level materials. Our entire staff uses instructional strategies that will enable students to progress in listening, speaking, reading and writing skills. trade books are also used to support the science and social studies classroom. We also purchase additional supplementary materilas that will assist students throughout the year to help students with the understanding of content areas. Students are also advised to keep a journal to help monitor their own academic progress. Our ESL teacher reviews the needs of all ELL's making sure that they receive the required amount of minutes for their services. We don't have any SIFE students or special needs at this time. Our special needs teacher reviews study skills and organizational skills with our long term ELL's.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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)

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?

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Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

The ESL program is staffed by a full time certified ESL teacher. The goal of the ESL program is to transition the students to a mainstream instruction model. The program is designed as a pull-out model based on their level for the mandated time. Beginners and intermediate ELL's receive 360 minutes a week of literacy instruction by the ESL teacher while advanced students receive 180 minutes of weekly instruction. Instruction is given in English with occasional directions in the student's native language for the purpose of scaffolding their instruction. On-site staff include bilingual teachers who can, if necessary, assist students with Spanish and French translation.

For the upcoming year we will continue to offer extra help, small group instruction, Summer school programs, after-school programs and Saturday classes. We will research new materials that can be purchased and used to support ESL students in the classrooms. ESL have access to all the programs offered, before and after school, as well as the tutorial sessions and access to teachers and resources that the mainstream students have. Title 1 monies are used to buy computers for students to use in the classroom. Students in grades 6 and 7 participated in the Computer for Yuth program and received desktops to take home. The new children will receive their desktops in February 2012.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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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?

CR Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. IS 311 also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

Parents are invited to such activities such as educational trips, tournaments, recitals, PTA meetings, fundraisers for charities that benefit children, Family Day Feast, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about ARIS Let's Talk, and Basic English For Spanish Speakers.

Parental surveys are conducted twice a year to determine their needs and suggestions as to how we can improve our relationship and services. Based upon these responses, we plan future events and workshops.

Translation of all necessary correspondence is completed in-house. We have staff that can speak all the languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

To ensure that all staff is informed of ESL mandates and have access to ESL instructional strategies the LAP team will provide professional development to all staff during the school year. Professional Developments offered for educators of Ells is attended by our ESL teacher and any other appropriate trainings offered through the OELL as well.

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The language arts instructional components include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA and English as a second language ESL) are the same. The key idea & performance indicators for such standards should serve as the basis for the English as a second language & ELA curriculum. ELA instruction provides students at the advanced and transitional levels of English language proficiency with a minimum of one unit of study or its equivalent divided into substantially equal daily allotments of instructional time.

October 2011 Strategies for working with ESL students in the classroom

November 2011 Focusing on Adolescent Development

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Part V: Assessment Analysis

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

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

The teachers along with the Assistant Principal use the data obtained by reviewing the final June portfolio to determine if plans throughout the year were successful. The portfolio also is used to help with planning for the next school term. Students are encouraged to take their pride in their work and to display their work in the Family School. They also are encouraged to share their work with the administrative

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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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)	0	0	0	0	0	0	1	1						2
Intermediate(I)							2							2
Advanced (A)							2	5	1					8
Total	0	0	0	0	0	0	5	6	1	0	0	0	0	12

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		10						12
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								0

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

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 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The teachers along with the Assistant Principal use the data obtained by reviewing the final June portfolio to determine if plans throughout the year were successful. The portfolio also is used to help with planning for the next school term. Students are encouraged to take their portfolios with them to use as a tool if they do not plan on returning to the Essence School. Throughout the school year the administration and the LAP team explores problems and helps to develop strategic plans and timelines to ensure that students achieve proficiency in the English Language.

There are now 11 Ells at this time, 5 in the 6th grade, 5 in the seventh grade, and one in the 8th grade. The Ell's I service typically enroll at a lower level such as Beginner to Intermediate, and advance as they are serviced. All across the grades, the students are more proficient at speaking and listening, and least proficient at reading and writing. Most of the students are advanced, and are proficient at Listening/Speaking, however they need a few more points to help them reach proficiency in writing. The results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction.

The implication for IS311 is that instruction begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized. Two such programs in use are Open Court Reading and Wilson. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening.

The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.

We use the results obtained from the ELL Periodic Assessments for instructional purposes. Teachers incorporate different strategies in writing, listening, speaking into their daily lessons based on these assessments. The Assistant Principal and the Principal reviews the data obtained from the NYSESLAT and the state ELA and Math exams. We compare the results each year and design our programs around the needs of the students. The ESL teacher works closely with the Classroom Teachers to ensure the educational needs of the ESL students are

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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

Part VI: LAP Assurances

School Name: <u>The Essence School</u>		School DBN: <u>D19311</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudy Makelele	Principal		1/1/01
Sekinah Smith	Assistant Principal		1/1/01
Patricia Davenport	Parent Coordinator		1/1/01
Rosalind Segura	ESL Teacher		1/1/01
Michael Haughton	Parent		1/1/01
Charlene Oseini	Teacher/Subject Area		1/1/01
Rose Bokoler-Cutler	Teacher/Subject Area		1/1/01
Robyn Lonesome	Coach		1/1/01
Pamela Diaz	Coach		1/1/01
Hattie Dupree	Guidance Counselor		1/1/01
Lucious Young	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **19K311** School Name: **The Essence School**

Cluster: **5** Network: **CFN408**

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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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.

In the past 5 years our ESL population has consisted of mostly Spanish speaking backgrounds, however, most recently we have received students whose dominant home language is French, Haitian Creole and one Arabic speaking student. There are teachers in-house as well as a secretary who speaks at least one of these languages. In this way documents can be quickly translated in the necessary language. The father of the Arabic speaking student speaks English, we have not needed to look for an arabic translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services.

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.

Official correspondence for the parents of ELL's will be sent home in their home language according to their Home Language Identification Survey (HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's.

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

Oral interpretation services are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.