Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS/IS 323

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K323

PRINCIPAL: LINDA L. HARRIS EMAIL: LHARRIS 7@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Linda L. Harris	*Principal or Designee	
John Sutherland	*UFT Chapter Leader or Designee	
Janette Echevarria	*PA/PTA President or Designated Co-President	
Rose Sicard	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Jabari Edwards	Teacher, Middle School	
Carla Moore	Teacher, Elementary School	
Andrea Jarrett	Teacher, Librarian	
Andre Lamy	Guidance Counselor	
Diane Allwood	Staff	
Claire Gordon	Parent Representative	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, 100% of teachers will engage in professional development activities designed to improve professional practice.

Comprehensive needs assessment

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

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts and Mathematics as measured by the grades 3-8 New York State assessment in ELA and MATH.

ENGLISH LANGUAGE ARTS (Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2009	397	4%	32%	62%	2%	64%
All	2010	367	16%	59%	24%	2%	26%
All	2011	353	16%	48%	35%	1%	36%

MATHEMATICS(Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2009	397	4%	22%	64%	10%	74%
All	2010	366	15%	56%	25%	3%	28%
All	2011	353	16%	45%	34%	5%	39%

Instructional strategies/activities

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

Targeted population: Teachers Pre-k through 8

In an effort to impact student performance, as well as teacher performance, we will adopt the following instructional strategies outlined below:

Instructional strategies/activities:

- ✓ **Provide professional development conducted by: mentors, Coaches, Assistant Principals, lead teachers, ELL, Special Ed. general education teachers, and consultants.**

- ✓ **Utilize a Framework for Teaching to develop teacher professional practice Provide further training in the use of ARIS and Acuity.**
- ✓ **Teachers participate in intervisitations.**
- ✓ **Teachers will collaborate with CFN staff to enhance professional development offerings.**
- ✓ **Teachers will meet on common preps, during lunch and learn, faculty conference, teacher teams and study groups meetings as a means towards developing the following: building relationships among colleagues, promoting involvement in a culture of professional inquiry, enhancing content knowledge and pedagogical skill.**
- ✓ **Work with data specialist to deepen staff awareness and understanding of data.**
- ✓ **Support teachers in the use of technology to access instructional materials and support.**
- ✓ **Utilize Data specialist in providing support for interpretation of data and its relevance in driving instruction.**
- ✓ **Building a professional Development library**

Implementation Timeline

- ✓ **Beginning 9/11 – 6/12**
- ✓ **Bi-weekly & Monthly**
- ✓ **During scheduled common preps, lunch and learn, faculty conference, teacher team meetings and study groups.**

Responsible Staff Members: **Teachers, Data Specialist, AIS service providers, APs, and Principal.**

Evidence:

- ✓ **Agendas**
- ✓ **Teacher lesson plans**
- ✓ **Observation feedback**
- ✓ **Collaborative team planning**
- ✓ **Instructional practice based on data**
- ✓ **Samples of student work**
- ✓ **Students will meet performance benchmarks on given assessments (Periodic Assessments, RAI, Teacher prepared assessments and MAI)**
- ✓ **Individual professional development plans for each teacher based on Danielson's Framework for Teaching with identified next steps after each Short Frequent Observation**

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.
  - ✓ **The Parent Coordinator will host meetings communicating with families regarding: instructional programs, and the citywide expectations**
  - ✓ **Provide 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.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

- ✓ **Participate in on-line courses**
- ✓ **Provide professional resources and maintain a professional resource library**
- ✓ **Form vertical and horizontal teacher teams to support teacher enhancement**
- ✓ **Partner lead teachers with novice teachers**

Service and program coordination

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

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.

Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2011- June 2012 as indicated below:

- ✓ **Teacher per session (2 times per week) for after school differentiated professional development**
- ✓ **Supervisor per session (2 times per week)**
- ✓ **Professional instructional materials for use during professional development sessions**
- ✓ **Tax Levy Funding**

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

Annual Goal #2

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

By June 2012, 10% of students in grades 3-8, scoring at level 1 on the 2011 New York State ELA exam will improve their performance by at least one level on the 2012 New York State ELA exam and 5% of students in grades 3-8 scoring at level 2 on the 2011 New York State ELA exam will improve their performance by at least one level on the 2012 New York State ELA exam.

Comprehensive needs assessment

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

According to the data, approximately 84 % of our students who tested in SY2010-2011 met the city's promotional criteria. However, only 36% achieved proficiency at Levels 3 and 4 on the NEW York State ELA exam.

ENGLISH LANGUAGE ARTS (Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2009	397	4%	32%	62%	2%	64%
All	2010	367	16%	59%	24%	2%	26%
All	2011	353	16%	48%	35%	1%	36%

Instructional strategies/activities

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

Implementation Timeline: Beginning 9/11 – 6/12

Based on the above data, the following strategies and activities are recommended:

- ✓ **Instructional focus will address those areas of the Common Core Learning Standards relating to written analysis of informational text and/or written opinion or arguments based on an analysis of informational text**
- ✓ **Teacher teams will develop performance tasks/ bundles relative to the requirements of the Common Core Learning Standards**
- ✓ **Use 4-Square Writing techniques to improve student writing and language development**
- ✓ **Continued implementation of ELA standards and 90 minute, balanced literacy block that infuses guided reading, shared reading and independent reading activities to assist students as they improve their reading.**
- ✓ **Increased skill-based professional development for grades 3-8 teachers**
- ✓ **Professional development and continuation of Balanced Literacy instructional strategies**
- ✓ **Continuation of test-sophistication strategies**
- ✓ **Continuation of skill-based instruction and tracking, especially in interpreting figurative language and summarizing information**

- ✓ **Continued provision of intensive AIS to all students who are not meeting state standards**
  - **After school programs**
  - **Saturday Academy**
  - **At-risk pull out program**
  - **At-risk push in program**
- ✓ **Increased use by teachers of item analysis data, e.g., Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students**
- ✓ **Intensive professional development in the following areas: the use of specialized strategies to meet the needs of special education and ELL students, effective strategies for teaching reading comprehension skills (including: identifying main ideas, making inferences and drawing conclusions, and interpreting figurative language)**
- ✓ **Staff participates in vertical and horizontal teacher teams**
- ✓ **Use Depth of Knowledge to promote rigor in instruction and assessments**
- ✓ **Implement a progress monitoring system and benchmark to assess students' growth**
- ✓ **Use of technology- based programs to target students' instructional needs**

Impact on Students

To monitor students progress the following activities will be conducted:

Students will take part in Acuity assessments, which includes predictive assessments (2x per yr) as well as 2/3 Instructionally Targeted assessments. Students will also have monthly and weekly classroom assessments.

Responsible Staff Members : ELA Teachers, Coach, AP and Principal

Steps for including teachers in the decision-making process

Opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet standards.

Facilitation of teacher participation in professional development opportunities both as learners and facilitators.

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.
  - ✓ **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 written and verbal progress reports that are periodically given to keep parents informed of their children's progress.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

  - ✓ **Participate in on-line courses**
  - ✓ **Provide professional resources and maintain a professional resource library**
  - ✓ **Form vertical and horizontal teacher teams to support teacher enhancement**
  - ✓ **Provide professional development to enhance and maintain quality teachers**
  - ✓ **Mentors are assigned to support new teachers**

Service and program coordination

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

A SAPIS worker supports academics as part of the school's efforts to improve attendance for SWD's and ELLs

This doesn't match your goal.

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.

Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2011- June 2012 as indicated below:

- ✓ **Teacher per session (2 times per week) for after school differentiated professional development**
- ✓ **Supervisor per session (2 times per week)**
- ✓ **Professional instructional materials for use during professional development sessions**
- ✓ **Tax Levy Funding**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, 10% of students in grades 3-8, scoring at level 1 on the 2011 New York State Math exam will improve their performance by at least one level on the 2012 New York State Math exam and 5% of students in grades 3-8 scoring at level 2 on the 2011 New York State Math exam will improve their performance at least one level on the 2012 New York State Math exam.

Comprehensive needs assessment

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

MATHEMATICS(Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2009	397	4%	22%	64%	10%	74%
All	2010	366	15%	56%	25%	3%	28%
All	2011	353	16%	45%	34%	5%	39%

According to the data, approximately 84% of our students who tested in SY2010-2011 met the city's promotional criteria. However, only 39% achieved proficiency at Levels 3 and 4 on the NEW York State MATH exam

Instructional strategies/activities

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

Implementation Timeline: Beginning 9/11 – 6/12

Based on the above data, the following strategies and activities are recommended:

- ✓ **Mathematics instruction should extensively incorporate strategies that promotes modeling, constructing viable arguments and critiquing the reasoning of others.**
- ✓ **Incorporate more writing in the math curriculum.**
- ✓ **Grades 3-8 teachers will get intensive professional development in math strategies.**
- ✓ **There should be an increase in the use of manipulatives in math instruction.**
- ✓ **Continuation of test-sophistication strategies**
- ✓ **Continued provision of intensive AIS to all students who are not meeting state standards**
  - **After school programs**
  - **Saturday Academy**

At-risk pull out program
At-risk push in program

- ✓ **Increased use by teachers of item analysis data, e.g., Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students**
- ✓ **Staff participates in vertical and horizontal teacher teams**
- ✓ **Use Depth of Knowledge to promote rigor in instruction and assessments**
- ✓ **Implement a progress monitoring system and benchmark to assess students' growth**
- ✓ **Use of technology- based programs to target students' instructional needs**

Impact on Students

To monitor students progress the following activities will be conducted:
Students will take part in Acuity assessments, which includes predictive assessments (2x per yr) as well as 2/3 Instructionally Targeted assessments. Students will also have monthly and weekly classroom assessments

Accountability : Math Teachers, Coach, AP and Principal

Steps for including teachers in the decision-making process

Opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet standards.
Facilitation of teacher participation in professional development opportunities both as learners and facilitators.

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.

- ✓ **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 written and verbal progress reports that are periodically given to keep parents informed of their children's progress.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

- ✓ **Participate in on-line courses**
- ✓ **Provide professional resources and maintain a professional resource library**
- ✓ **Form vertical and horizontal teacher teams to support teacher enhancement**
- ✓ **Partner lead teachers with novice teachers**
- ✓ **Mentors are assigned to support new teachers**

Service and program coordination

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

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.

Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2011- June 2012 as indicated below:

- ✓ **Teacher per session (2 times per week) for after school differentiated professional development**
- ✓ **Supervisor per session (2 times per week)**
- ✓ **Professional instructional materials for use during professional development sessions**
- ✓ **Tax Levy Funding**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, at least 80% of our students will increase their competency in the Common Core Learning Standard practice of modeling with mathematics and constructing viable arguments and critiquing the reasoning of others.

Comprehensive needs assessment

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

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in Mathematics as measured by the results of grades 3-8 New York State assessment in MATH. Additionally, according to the data, approximately 84 % of our students who tested in SY2010-2011 met the city's promotional criteria. However, only 39% achieved proficiency at Levels 3 and 4 on the NEW York State MATH exam.

MATHEMATICS(Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2009	397	4%	22%	64%	10%	74%
All	2010	366	15%	56%	25%	3%	28%
All	2011	353	16%	45%	34%	5%	39%

Instructional strategies/activities

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

Implementation Timeline: Beginning 9/11 – 6/12

Based on our analysis of the data and all relevant findings, the following are implications for our Math instructional program for grade 3-8students for the upcoming school year:

- ✓ **Instructional focus will address those areas of the Common Core Learning Standards relating to modeling, constructing viable arguments and critiquing the reasoning of others.**
- ✓ **Teacher Teams will develop performance tasks/bundles relative to the requirements of the Common Core Learning Standards.**
- ✓ **Supplemental books will be purchased and used in order to assist with math comprehension**

- ✓ **Assessments rubrics will be developed as a means to evaluate student progress and understanding of mathematical tasks.**
- ✓ **Our 3-8 grade program will continue to focus on math fundamentals, math concepts and problem-solving strategies, especially with respect to rational and irrational numbers**
- ✓ **Grades 3- 8 teachers will continue to receive intensive professional development in math strategies.**
- ✓ **There should be an increase in the use of manipulative and modeling in math lessons**
- ✓ **There should be an increase in the use of technology and visual aids during math lessons**
- ✓ **Data regarding student skill deficits relating to key math areas needs to be reviewed with teachers more frequently**
- ✓ **Continue serving level 1and 2 students through AIS program After school programs**
  - **Saturday Academy**
  - **At-risk pull out program**
  - **At-risk push in program**
- ✓ **Grouping and cooperative learning strategies should continue to be implemented during math lessons**

Steps for including teachers in the decision-making process

Opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet standards.

Facilitation of teacher participation in professional development opportunities both as learners and facilitators.

Teacher Surveys

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.

- ✓ **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 written and verbal progress reports that are periodically given to keep parents informed of their children's progress.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

- ✓ **Participate in on-line courses**
- ✓ **Provide professional resources and maintain a professional resource library**
- ✓ **Form vertical and horizontal teacher teams to support teacher enhancement**
- ✓ **Partner lead teachers with novice teachers**
- ✓ **Mentors are assigned to support new teachers**

Service and program coordination

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

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.

Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2011- June 2012 as indicated below:

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- ✓ **Supervisor per session (2 times per week)**
- ✓ **Professional instructional materials for use during professional development sessions**
- ✓ **Tax Levy Funding**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2012, at least 80% of our students will increase their competency in written analysis of informational text and/or written opinion or arguments based on an analysis of informational text.

Comprehensive needs assessment

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

ENGLISH LANGUAGE ARTS (Grades 3-8)

Grade	Year	Tested	Level 1	Level 2	Level3	Level4	Level 3 and 4
All	2009	397	4%	32%	62%	2%	64%
All	2010	367	16%	59%	24%	2%	26%
All	2011	353	16%	48%	35%	1%	36%

After conducting a three year trend analysis of student performance data, it is determined that less than 50% of our tested students school-wide were consistently meeting or exceeding proficiency in English Language Arts as measured by the grades 3-8 New York State assessment in ELA. Additionally, according to the data, approximately 84 % of our students who tested in SY2010-2011 met the city's promotional criteria. However, only 36% achieved proficiency at Levels 3 and 4 on the NEW York State ELA exam.

Instructional strategies/activities

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

Implementation Timeline: Beginning 9/11 – 6/12

Based on the above the data, the following implications are recommended for the 2011 – 2012 SY:

- ✓ **Instructional focus will address those areas of the Common Core Learning Standards relating to written analysis of informational text and/or written opinion or arguments based on an analysis of informational text.**
- ✓ **Teacher Teams will develop performance tasks/bundles relative to the requirements of the Common Core Learning Standards.**
- ✓ **Use 4-Square Writing techniques to improve student writing and language development**
- ✓ **Continued implementation of ELA standards and 90 minute, balanced literacy block that infuses guided reading, shared reading and independent reading activities to assist students as they improve their reading.**
- ✓ **Increased skill-based professional development for grades 3-8 teachers**

- ✓ **Professional development and continuation of Balanced Literacy instructional strategies**
- ✓ **Continuation of test-sophistication strategies**
- ✓ **Continuation of skill-based instruction and tracking, especially in interpreting figurative language and summarizing information**
- ✓ **Continued provision of intensive AIS to all students who are not meeting state standard**
  - **After school programs**
  - **Saturday Academy**
  - **At-risk pull out program**
  - **At-risk push in program**
- ✓ **Increased use by teachers of item analysis data, e.g., Acuity Report and other assessments to provide instructional emphasis on students' strengths and weaknesses and to insist on the grouping of students**
- ✓ **Intensive professional development in the following areas: the use of specialized strategies to meet the needs of special education and ESL students, effective strategies for teaching reading comprehension skills (including: identifying main ideas, making inferences and drawing conclusions, and interpreting figurative language)**

Steps for including teachers in the decision-making process

Opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet standards.
Facilitation of teacher participation in professional development opportunities both as learners and facilitators.

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.

- ✓ **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 written and verbal progress reports that are periodically given to keep parents informed of their children's progress.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

- ✓ **Participate in on-line courses**
- ✓ **Provide professional resources and maintain a professional resource library**
- ✓ **Form vertical and horizontal teacher teams to support teacher enhancement**
- ✓ **Partner lead teachers with novice teachers**
- ✓ **Mentors are assigned to support new teachers**

Service and program coordination

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

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.

Support: As a Title 1 Schoolwide Program school, conceptual Consolidation will allow us to combine federal and local funds such as fair Student Funding(Tax Levy), Title 1 funds, Title 111, SIIG Funds and human resources to implement this action from Sept. 2011- June 2012 as indicated below:

- ✓ **Teacher per session (2 times per week) for after school differentiated professional development**
- ✓ **Supervisor per session (2 times per week)**
- ✓ **Professional instructional materials for use during professional development sessions**
- ✓ **Tax Levy Funding**

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	11	11	**N/A**	**N/A**	0	1	0	0
1	6	6	**N/A**	**N/A**	0	2	0	0
2	15	9	**N/A**	**N/A**	0	1	0	0
3	15	15	**N/A**	**N/A**	0	0	0	0
4	31	38	0	**0**	0		0	7
5	40	38	0	**0**	5	0	0	6
6	38	26	0	0	3	0	0	20
7	34	36	9	9	11	0	0	15
8	41	43	14	15	0	0	0	20
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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	**Academic Intervention program include: Voyager Passport (K-2) – Small group instruction during school day; The Academic Intervention Services program (AIS) provides remediation to students on a small-group and individualized basis. Selection of instructional techniques depends upon student capabilities, learning styles, interests, etc. (grades 3-8) - The remedial program provides reinforcement experiences using high-interest materials, which parallel the regular academic instructional program during the school day**
Mathematics	**Math Academic Intervention Services span the spectrum of instruction, from basic arithmetic skills and facts to higher-level comprehension including application of mathematical concepts. Remediation is provided in the regular math class and small group instruction**
Science	**Science Academic Intervention includes instructional strategies that link experiences in the classroom to the broader world and beyond. Use of instructional strategies that adapt learning activities to consistently connect science with other subjects. This is provided in small group instruction and during the school day.**
Social Studies	**Social Studies Academic Intervention includes instructional strategies that will allow students additional time and practice in their individual areas of weakness. Instructional strategies that includes inquiry based units of study to help students master grade level social studies objectives. This is provided in small group instruction during the school day.**
At-risk Services provided by the Guidance Counselor	**ERSSA program is an eight week duration for 30 minutes in a group or instructional setting sessions. It is used to address students' social / emotional needs. The services are provided during the school day.**
At-risk Services provided by the School Psychologist	**At risk counseling with students before recommendation and referral involving observations of students who will possibly need at risk counseling. Update testing to see if student's academics have improved. The service is provided during the school day as needed.**
At-risk Services provided by the Social Worker	**Child signs a contract with the changes he/she wants to make, and social worker follows up with the teacher and child once a week. Conduct sheet for teacher to sign.**
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 Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 23K323 **School Name:** PS/IS 323

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

Phase: X Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: ☐ Basic X Focused ☐ Comprehensive

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

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

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

Latino or Hispanic students are not meeting the grade according to the New York State 2010- 2011 School Report. The subgroups identified as in need are Students with Disabilities (Special Education) and English Language Learners.

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

Administrators and teachers will be provided professional development to find effective strategies that work. Building on the Danielson framework and the Common Core Learning Standards, teachers will develop curriculum to engage our Students with Disabilities and English Language Learners.

Part B: For Title I SINI Schools Only

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

Title 1 funds are used to provide professional development for teachers focusing on best practices: pedagogy, differentiated instruction, data analysis, and the delivery of quality instruction in English Language Arts. Professional Development will also focus on supporting general education and special education teachers in implementing the IEP goals, creating effective lesson plans, and continually using research based teaching strategies such as, explicit instruction, multi-leveled text and depth of knowledge activities.

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

Our teacher-mentoring program will include intervisitations, intravisitations, and study groups. SESIS facilitator will provide professional development to support behavior interventions and Instructional supports.

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

A letter will be sent home to parents informing them of our school's accountability status and the actions that will be taken to address our needs. Parent Coordinator will arrange workshops for parents to build a stronger home-school connection and to provide parents with support in the area of literacy. Administrators will host Title 1 meetings to inform parents of the school's accountability status and our progress toward meeting established goals.

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 Pat Tubridy	District 23	Borough Brooklyn	School Number 323
School Name P.S./I.S. 323			

B. Language Allocation Policy Team Composition ⓘ

Principal Linda L. Harris	Assistant Principal Ms. Lawrence-Bennett
Coach Mr. Bailey	Coach type here
ESL Teacher Ms. Brathwaite	Guidance Counselor Mr. Lamy
Teacher/Subject Area Ms. McKenzie	Parent type here
Teacher/Subject Area	Parent Coordinator Ms. Jean-Louis
Related Service Provider Ms. Muhammad	Other type here
Network Leader type here	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	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	512	Total Number of ELLs	24	ELLs as share of total student population (%)	4.69%

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 a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language parents use in their home. Parents are given the HLIS in their home language. ESL teacher Ms. Brathwaite or Assistant Principal Ms. Lawrence-Bennett administer the HLIS and conduct an informal oral interview to ensure that the child's home language is what it says on the form. At times, parents need native language support during the intake process. ESL teacher Ms. Brathwaite, Spanish teacher Ms. McKenzie, or Parent Coordinator Ms. Jean-Louis assists in making sure that the parents fully understand what they are filling out and answer questions or concerns that the parents might have during the intake process. Ms. Brathwaite and Ms. Brown speak Spanish and Ms. Jean-Louis speaks French and Haitian Creole. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R), which is completed within the child's first 10 days of school. Ms. Brathwaite, a qualified ESL Teacher, administers the LAB-R. Performance on this test determines the student's entitlement to English language services. If LAB-R results show that the student is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. A trained Spanish speaking pedagogue, Ms. McKenzie, administers the Spanish LAB. Annually, ELL students are evaluated using the NYSESLAT. Similar to the LAB-R, the NYSESLAT assess students' proficiency in Speaking, Listening, Reading and Writing in English. Ms. Brathwaite administers the NYSESLAT. To ensure all ELLs receive the NYSESLAT, an ATS report called the RLER is printed to show eligibility. Students are given all four parts of the test within the time frame. Students are tested with their peers. When the ELL scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT), he or she can enter a monolingual instructional program. If the ELL transitions to all-English monolingual classes after becoming proficient in English, he or she still receives bilingual or ESL support, as needed.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents need to understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). To ensure that this happens, Ms. Brathwaite the ESL teacher holds orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. Letters are sent home a week prior to invite parents to the Parent Orientation. Parents indicate whether or not they will be able to attend. If they can not attend, the parent selection survey is sent home in their home language. In orientations, parents have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). The parents are shown the Parent Orientation video in their home language to ensure that they understand all three programs. The parents fill out the Parent Survey and the Program Selection Form. The ESL teacher is always present to address any questions. At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicate the program that the parents request for their child. The survey and the selection form is stored in a locked cabinet in the ESL teacher's room.

Ms. Brathwaite the ESL teacher sends home Entitlement Letters, Non Entitlement Letters, and Placement Letters to all ELLs after the results of the LAB-R are handscored. Parents are informed that their child will be receiving English language services. The ESL teacher keeps a listed record of all parents who were sent home the Entitlement Letters, Non-Entitlement Letters, and Placement Letters. Parents who were unable to attend the Parent Orientation meeting were sent home Parent Selection Surveys in their home language. If the survey was not returned, then as per the CR- part 154, the default program is Transitional Bilingual. However, the ESL teacher ensures that all parents are provided with the appropriate information so that they will send back the Selection forms.

There is specific criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. If a parent chooses bilingual (which we do not currently offer here), then records are kept and we temporarily place the newly enrolled student in the program that is most appropriate, based on the available information. Under no circumstances should students be kept out of school or denied instruction while awaiting final completion and determination of the placement process. If/when enrollment of 15 or more pupils with limited English proficiency in one or two consecutive grades, in the same building, all of whom have the same native language, which is other than English, shall provide such pupils with Bilingual Education programs. Parents have the option to withdraw their child only from participation in a Bilingual Education instructional program. Prior to withdrawing their child from such a program, they must meet with the coordinator of the bilingual education program and the building principal. Parents also have the option to transfer their child into a bilingual education program if such a program is offered in another building in the same school district. However, as a minimum, the student must participate in a free-standing ESL program. There is no withdrawal option for ESL programs placement.

Upon review of the Parent Survey and the Program Selection, it is apparent that parents in this school community tend to choose Freestanding ESL as the English language service. There were five newly entitled ELL students at 323 this year. All five of the parents selected Freestanding ESL as the program choice on the Program Selection document. Many of our new middle school students come from P.S. 156. Those parents choose ESL as their choice as well.

The program model offered at P.S./I.S. 323 (Freestanding ESL) has been aligned with parent requests. After watching the video, many of the parents still believe that Freestanding ESL is the best way to learn English. However, if there were ever any incongruence in the alignment of program model offered here and parent choice, as the ESL teacher I would do my best to get the child their appropriate education.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K❄ 1❄ 2❄ 3❄ 4✪ 5❄** **6❄ 7❄ 8❄ 9✪ 10✪ 11✪ 12✪**

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Tot #**
Transitional														**0**

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	1	2	1	0	1	7	5	4					24
Total	3	1	2	1	0	1	7	5	4	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	**Newcomers (ELLs receiving service 0-3 years)**	13	**Special Education**	2
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6 years)**	8

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	13	0	0	3	0	1	8	0	1	24
Total	13	0	0	3	0	1	8	0	1	24
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	0	0	0	0	0	0	0	0	0	0	0	0	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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**

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	2	1	2			1	6	5	3					**20**
Chinese														**0**
Russian														**0**
Bengali	1													**1**
Urdu														**0**
Arabic														**0**
Haitian									1					**1**
French				1			1							**2**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other														**0**
TOTAL	**3**	**1**	**2**	**1**	**0**	**1**	**7**	**5**	**4**	**0**	**0**	**0**	**0**	**24**

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?

There are a variety of ways in which instruction can be delivered, but the organizational model used at P.S./I.S. 323 is Push-In and Pull-Out. Both models are used here to reinforce content and vocabulary. ELLs spend the majority of the day in all-English content instruction. They are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. The planning and articulation are documented. The classes are organized homogeneously to ensure that students receive instruction tailored

specifically to their needs. In this way the ESL teacher can differentiate instruction more appropriately and make certain students get what they need. The push-in model is also used to reinforce content missed. The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. Even though the ESL teacher sits with a group, the classes are still organized heterogeneously with mixed proficiency levels.

The language arts instructional component includes English language arts (ELA) instruction, native language instruction and English as a second language (ESL) instruction. In the Freestanding ESL component we have 13 ESL classes, from across 8 grades. They range from low Beginners to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push-In or Pull-Out assistance in their classroom. All teachers in the ESL program are fully certified.

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

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

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

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

The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in the native language (Spanish, French and Haitian Creole) and English, in a systematic and structured way, and is designed to develop the cognitive skills of limited English proficient pupils. The ESL teacher provides content area support for ELLs by aligning instruction with the social studies teacher and science teacher. Native language support is provided with bilingual books in social studies and science.

Differentiation occurs through curriculum content, the learning process, the end product, and the environment. Differentiation must occur for ELL subgroups as well. Lessons are scaffolded in depth and complexity allowing students to understand and apply knowledge in ways that make sense to them.

When new student registers in our school, we provide the following resources to facilitate the transition:

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

Moreover, since NCLB requires ELA testing for ELLs after one year, our schools uses tests such as the periodic assessment from Pearson and the RAI to prepare for such examinations. Also newcomers receive remedial instruction in math during the After School program Monday through Wednesday.

Currently, there is only one SIFE student. Still, there is an urgency to provide academic intervention services as an extension of the

A. Programming and Scheduling Information

regular school program on both push-in and pull-out services. In order to do this the ESL teacher makes an individualized student needs assessment, create an AIS plan for the student focus on the literacy and math component, grade appropriate instructional support materials, and differentiate instruction in all areas. In addition, staff will receive professional development on SIFE students and strategies that benefit the SIFE within your classroom instruction.

The group of ELLs that sometimes gets ignored is the ELLs receiving service for 4-6 years. This group of ELLs is no longer newcomers and because listening and speaking proficiency is high, teachers sometimes forget that they are still learning English. In order to provide the best quality of education for this group, there must be differentiation in instruction. In order to do this, we create language rich instruction. Our policy also includes:

- An after school program, targeting reading and writing three days during the week.
- Offering a variety of clubs to middle school students including Spanish club to support ELA instruction.

Long term ELLs are the second largest number of ELLs across the grade. An analysis of their scores on the NYSESLAT, ESL, and Math assessment suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

We have 2 special needs ELLs and 1 ELL who is part time special needs. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	groups. ELLs with disabilities receive one on one attention as well.
75%	
50%	The school meets curricular and instructional needs by allowing for flexibility in the ESL schedule.
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

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?

- heritage classes

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?

In order to assist our students in both academic achievement and assessment in ELA, math and other content areas, there are a variety of intervention services that we are working with this year. All ELLs receive small group instruction with teachers, AIS or the coach. All ELLs participate in the After School program as well. Targeted interventions for ELA includes differentiated instruction based on the RAI, teacher assessments and previous year's ELA scores. AIS teacher then uses STARS and Kaplan Advantage to target specific skill areas. Students have the opportunity to work one on one and in small group settings. Targeted interventions for math include differentiated instruction based on diagnostics such as the RAI, teacher assessments and previous year's math scores. The teacher uses Kaplan Advantage and teacher created Common Core assessments to target specific skills. Targeted interventions for social studies and science include teacher based self assessments.

In addition, ELLs who received a proficient on the NYSESLAT continue to receive support for at least two years. These former ELLs are identified in ARIS by all pedagogues in the building and are closely watched throughout their transition. The are many testing accommodations that ELLs receive. They include time extension, separate location, third reading of listening section on the ELA, and use bilingual dictionaries.

Technology provides ELLs with a variety of visuals and interactive learning. At P.S./I.S. 323 there is an abundance of technology and technology support. There is a Smart Board in every ELL classroom in the testing grades. In the lower grades, students use Smart Tables. Every student in the school is provided with a chance to use laptops.

There is a Native language library and educational bilingual DVDs that students use for support. In content area such as Social Studies, the textbook United States History by Holt McDougal is in English/Spanish. Unfortunately, Saturday program has been discontinued this fiscal school year.

ELLs are afforded equal access to all school programs- curricular and extracurricular. School programs include performing arts clubs, holiday assemblies/shows, Spelling Bee, Penny Harvest, 37 ½ minute after school, zero period tournaments, double dutch, basketball, and the Beacon Program. There is 100% ELL participation in all curricular activities and 37 ½ minutes after school. There is heavy participation in the Beacon Program. After school programs are funded through Title I.

Teachers collaborate between content area and ESL teachers to create a learning community that is knowledgeable and experienced in researched based Instructional Strategies. The math coach works closely with teachers to support rigorous instruction. The math coach also provides intervention services to whole classes. As a school we incorporate all language modalities during lessons (as per Common Core).

Newly enrolled ELLs take part in our buddy system. Our school takes great effort to ensure ELLs never feel isolated. Many new ELLs join the Performing Arts Spanish Club and are introduced to other ELLs and Former ELLs in the building. The language elective offered to ELLs is Spanish.

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

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)?

At P.S./I.S. 323, there is no dual language program.

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

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.

The LAP team consists of Principal Linda L. Harris, Assistant Principal Ms. Lawrence-Bennett, Math Coach Mr. Bailey, ESL teacher Ms. Brathwaite, Guidance Counselor Mr. Lamy, Spanish teacher Ms. McKenzie, Parent Coordinator Ms. Jean-Louis, and Related Service Provider (Speech teacher) Ms. Muhammad. These team members support the staff in order to best service our ELLs. The team provides the staff not only with resources for targeted intervention services such as STARS sets and Kaplan sets but the know how to use them with the ELL population.

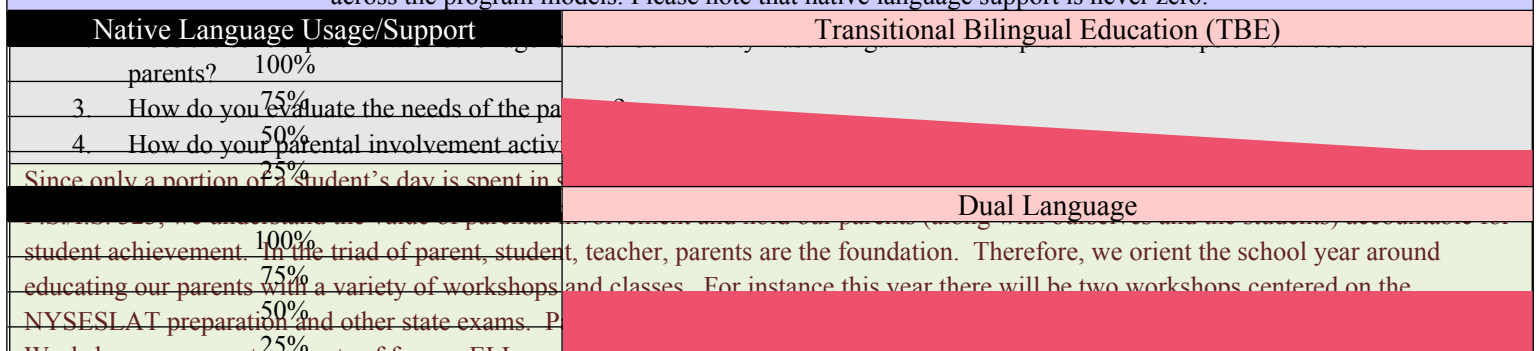
School staff, community learning support personnel organization, provide professional development. School Staff focuses on a variety of ELL needs. Primarily, the literacy needs of our ELL population within the Common Core Curriculum. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Furthermore, technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The support personnel takes workshops by teachers on our ESL teacher that include: scaffolding in the content areas, native Language Literacy Development, differentiation in the ESL classroom, ESL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. Quality Teaching Workshops and various workshops offered through BETAC and the Office of English Language Learners.

The transition from elementary to middle school and from middle school to high school can be rather difficult. The guidance counselor, Mr. Lamy serves as a source of valuable information. Many of the high schools that our ELLs go already have an abundant amount of ELLs there.

Professional development is held for content area teachers of ELLs for one hour three times a year (January, March, May). Training will be by ESL staff. In order to address the minimum 7.5 career hours of ELL training for all staff per Jose P., the school offers an ESL-themed workshop on Chancellor's Professional Development Days in November, January, and June. These workshops are designed to increase awareness of the needs of LEP students and to infuse ESL methodologies (i.e. SIOP) into general education classes. Records of this are maintained by the LAP team.

Native Language Usage and Supports

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



E. Parental Involvement

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

Since only a portion of a student's day is spent in school, parental involvement is key to the successful development of students. Here at P.S./I.S. 323, we understand the value of parental involvement and hold our parents (along with ourselves and the students) accountable for student achievement. In the triad of parent, student, teacher, parents are the foundation. Therefore, we orient the school year around educating our parents with a variety of workshops and classes. For instance this year there will be two workshops centered on the NYSESLAT preparation and other state exams. Parents will have the opportunity to ask questions and share their ideas and concerns. Workshops are open to parents of former ELLs as well. Workshops and gatherings are excellent ways of assessing the needs of parents as well as developing shared priorities. Traditional workshops are parent centered so we like to take the round table approach. Parents are encouraged to share and take on important roles at the workshops. The PTA is a vital factor in developing the parent-student-teacher relationship.

The parent coordinator markets different functions we hold at school and is the contact to the parent leaders at the school. As most schools do, we are looking to boost parental involvement every year. The parent coordinator assists in providing translation services for the parents for all letters home and activities taking place at the school. Furthermore, the parent coordinator evaluates the needs of parents using informal and formal questionnaires. Parents are asked what kinds of activities they would like to see. The school also provides parents with the opportunity twice a month to visit the child in the class while they are working.

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?

In order to assist our students in both academic achievement and assessment in ELA, math and other content areas, there are a variety of intervention services that we are working with this year. All ELLs receive small group instruction with teachers, AIS or the coach. All ELLs participate in the After School program as well. Targeted interventions for ELA includes differentiated instruction based on the RAI, teacher assessments and previous year's ELA scores. AIS teacher then uses STARS and Kaplan Advantage to target specific skill areas. Students have the opportunity to work one on one and in small group settings. Targeted interventions for math include differentiated instruction based on diagnostics such as the RAI, teacher assessments and previous year's math scores. The teacher uses Kaplan Advantage and teacher created Common Core assessments to target specific skills. Targeted interventions for social studies and science include teacher based self assessments.

In addition, ELLs who received a proficient on the NYSESLAT continue to receive support for at least two years. These former ELLs are identified in ARIS by all pedagogues in the building and are closely watched throughout their transition. The are many testing accommodations that ELLs receive. They include time extension, separate location, third reading of listening section on the ELA, and use bilingual dictionaries.

Technology provides ELLs with a variety of visuals and interactive learning. At P.S./I.S. 323 there is an abundance of technology and

B. Programming and Scheduling Information--Continued

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There is a Native language library and educational bilingual DVDs that students use for support. In content area such as Social Studies, the textbook United States History by Holt McDougal is in English/Spanish. Unfortunately, Saturday program has been discontinued this fiscal school year.

ELLs are afforded equal access to all school programs- curricular and extracurricular. School programs include performing arts clubs, holiday assemblies/shows, Spelling Bee, Penny Harvest, 37 ½ minute after school, zero period tournaments, double dutch, basketball, and the Beacon Program. There is 100% ELL participation in all curricular activities and 37 ½ minutes after school. There is heavy participation in the Beacon Program. After school programs are funded through Title I.

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Newly enrolled ELLs take part in our buddy system. Our school takes great effort to ensure ELLs never feel isolated. Many new ELLs join the Performing Arts Spanish Club and are introduced to other ELLs and Former ELLs in the building. The language elective offered to ELLs is Spanish.

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)?

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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.

The LAP team consists of Principal Linda L. Harris, Assistant Principal Ms. Lawrence-Bennett, Math Coach Mr. Bailey, ESL teacher Ms. Brathwaite, Guidance Counselor Mr. Lamy, Spanish teacher Ms. McKenzie, Parent Coordinator Ms. Jean-Louis, and Related Service Provider (Speech teacher) Ms. Muhammad. These team members support the staff in order to best service our ELLs. The team provides the staff not only with resources for targeted intervention services such as STARS sets and Kaplan sets but the know how to use them with the ELL population.

School staff, community learning support personnel organization, provide professional development. School Staff focuses on a variety of ELL needs. Primarily, the literacy needs of our ELL population within the Common Core Curriculum. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Furthermore, technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The support personnel takes workshops by teachers on our ESL teacher that include: scaffolding in the content areas, native Language Literacy Development, differentiation in the ESL classroom, ESL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. Quality Teaching Workshops and various workshops offered through BETAC and the Office of English Language Learners.

The transition from elementary to middle school and from middle school to high school can be rather difficult. The guidance counselor, Mr. Lamy serves as a source of valuable information. Many of the high schools that our ELLs go already have an abundant amount of ELLs there.

Professional development is held for content area teachers of ELLs for one hour three times a year (January, March, May). Training will be by ESL staff. In order to address the minimum 7.5 career hours of ELL training for all staff per Jose P., the school offers an ESL-themed workshop on Chancellor's Professional Development Days in November, January, and June. These workshops are designed to increase awareness of the needs of LEP students and to infuse ESL methodologies (i.e. SIOP) into general education classes. Records of this are maintained by the LAP team.

   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.

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Additional Information

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Paste additional information 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?
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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?

Since only a portion of a student's day is spent in school, parental involvement is key to the successful development of students. Here at P.S./I.S. 323, we understand the value of parental involvement and hold our parents (along with ourselves and the students) accountable for student achievement. In the triad of parent, student, teacher, parents are the foundation. Therefore, we orient the school year around educating our parents with a variety of workshops and classes. For instance this year there will be two workshops centered on the NYSESLAT preparation and other state exams. Parents will have the opportunity to ask questions and share their ideas and concerns. Workshops are open to parents of former ELLs as well. Workshops and gatherings are excellent ways of assessing the needs of parents as well as developing shared priorities. Traditional workshops are parent centered so we like to take the round table approach. Parents are encouraged to share and take on important roles at the workshops. The PTA is a vital factor in developing the parent-student-teacher relationship.

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The parent coordinator markets different functions we hold at school and is the contact to the parent leaders at the school. As most schools do, we are looking to boost parental involvement every year. The parent coordinator assists in providing translation services for the parents for all letters home and activities taking place at the school. Furthermore, the parent coordinator evaluates the needs of parents using informal and formal questionnaires. Parents are asked what kinds of activities they would like to see. The school also provides parents with the opportunity twice a month to visit the child in the class while they are working.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	1				2							4
Intermediate(I)						1	1	2	1					5
Advanced (A)	3		1	1			4	3	3					15
Total	3	1	2	1	0	1	7	5	4	0	0	0	0	24

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		4		2				7
7	1		2						3
8	2		2						4
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			5		6				11
8			0	1					1
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				

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

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

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?
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Part VI: LAP Assurances

School Name: P.S./I.S. 323		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda L. Harris	Principal		12/1/11
Mrs. Lawrence-Bennett	Assistant Principal		12/1/11
Ms. Jean-Louis	Parent Coordinator		12/1/11
Ms. Brathwaite	ESL Teacher		12/1/11
	Parent		1/1/01
Ms. McKenzie	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mr. Lamy	Guidance Counselor		12/1/11
	Network Leader		1/1/01
Ms. Muhammad	Other Related Service Prov		12/1/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** 323

Cluster: _____ **Network:**

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.

Our objective, when conducting assessments, is to find out how many families are in need of translation services. We initiated this by first conducting a Home Language Survey for families. The survey was created to inquire as to the number of materials parents typically read and in what languages. We also scanned our data file for families who HLIS indicated that more than one language was spoken in the home. Based on the responses we received and other numerical data (regarding population and percentages), we assessed that we have a small Spanish speaking population in need of written translation (with the exception of one Bangladesh family) This written translation was mostly in the form of school notices and teacher notations in regards to homework.

Our objective, when conducting our assessment, was to find out how many families need oral translators. Again, we contacted the families who responded to our survey and who had previously indicated having a bilingual household. Our parent coordinator has also been a bridge between the concerns of our parents and our institution as a responsive unit. We have assessed that our only need is a need for translators during important meetings and conferences between parents, guidance counselors, evaluators, and teachers.

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.

Most of the parents preferred school notices and notes home from teachers or the office in their native language. To accommodate families we have used all available bilingual personnel for the use of written translations of all office documents. We have also trained staff in regards to both recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials have been present to staff in regards the methods and means in which they may have materials translated as needed. We are constantly assessing ourselves and well as are changing population to ensure that our approach is successful.

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers we have responded favorably. Licensed supportive staff, as well as, community volunteers has dedicated their time in an effort to accommodate the specific schedules of families. Professional development meetings (other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation. Meetings, whether during school, after school, or on Saturdays have been conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where a more experienced guidance is needed on a bilingual compliance issue, we feel confident that we can depend on our CFN bilingual liaisons will be able to guide us.

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.

Most of the parents preferred school notices and notes home from teachers or the office in their native language. To accommodate families we use all available bilingual personnel for the use of written translations of all office documents. We will also train staff in regards to recognizing and responding to the needs of bilingual families in the classroom. Sensitivity training and materials will be present for staff in regards to the methods and means in which they may have materials translated as needed. We will constantly assess ourselves as well as the changing population to ensure that our approach is successful.

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.

In response to the request for oral translations during meetings and conferences with counselors, evaluators, and teachers, we will ensure that our oral translation services for parents will be provided when needed. Licensed supportive staff, as well as community volunteers, has dedicated their time in an effort to accommodate the specific schedules of families. We will continue this trend in 2011-2012. Professional development meetings other than the mandatory ones) have served as a platform to voice and address growing concerns of the community regarding oral translation.

Meetings, whether during school, after school, or on Saturdays will be conducted to further the dialogue between bilingual families and staff. Should such a situation arise, where more experienced guidance is needed on a bilingual compliance issue, we will contact our CFN bilingual

liaisons to guide us.

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.

The Parents Bill of Rights is provided online. The interpretation notice signs are provided as needed by the parent coordinator or the ESL teacher. Safety plan procedures are provided orally within the classroom setting and written in the school manual.