



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** DR. ROSE B. ENGLISH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K327

PRINCIPAL: DR. STEPHEN APPEA      EMAIL: [SAPPEA@SCHOOLS.NYC.GOV](mailto:SAPPEA@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
Dr. Stephen Appea	*Principal or Designee	
Nicole Gordon	*UFT Chapter Leader or Designee	
Racquel Benjamin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Uneeka Baisden	Parent	
Connie Spann	Parent	
Susan Amos	Parent	
Carol-Ann Gould	Parent	
Donna Dewar	Parent	
Belinda Jackson	Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

By June 2011 70% of K-3 students will achieve 1 year's growth as measured by iStation and Harcourt Monthly Assessments. After conducting our needs assessment and reviewing our beginning of year data, we observed an across the board weakness in phonemic awareness, phonics, vocabulary and comprehension. Reading Street (K); Harcourt Story Town (1-3); iStation intervention (K-3); Performance Series (2-3) intervention; Acuity (3) intervention. OTPS Educational software, hardware, instructional and general supplies

### **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.

#### Grade Level K-3 iStation Assessment Data

Grade Level	Beginning of Year BOY	End Of Year EOY
Kindergarten	62%	72%
First Grade	47%	65%
Second Grade	43%	76%
Third Grade	76%	81%

#### Grade Level K-3 Harcourt Assessment Data

Grade Level	Beginning of Year (BOY)	Mid-Year (MOY)	End of Year (EOY)
Kindergarten	86%	92%	95%
First Grade	65%	73%	80%
Second Grade	51%	69%	75%
Third Grade	43%	67%	72%

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

Professional development is structured based on our needs assessments. We remodeled our AIS and Extra Instruction periods and work closely with teachers to help them set, identify and meet student goals. Program based Consultants e.g., Voyager and iStation professional developers and CFN professional development are being utilized to provide quality professional development for our teachers.

#### Implications for the Early Childhood Literacy Instructional program are:

ELA PD needs to be targeted to improve specific skills instruction  
PD in differentiated ELA instruction should be increased  
PD in instructional intervention strategies should be increased  
Increased time for constant and consistent modeling  
Increased time for feedback reflection and discussion  
Increased observation and monitoring of ELA instruction should occur.

### **General Implications for the Early Childhood Academy Instructional Program**

The Early Childhood English Language Arts programs will be strengthened by:

- Ongoing professional development sessions with teachers and service providers will be conducted by the Early Childhood Staff Developer and teacher leaders. Each session will be based on student data and needs, teacher needs and curriculum mapping.
- Cluster teachers will work on skills areas with small groups of students performing below grade level during their AIS periods.
- Integration of technology (Smart Board, Smart Table, computers, iPads) and iStation technology programs will be used to address different modalities and learning styles.
- Item analysis from monthly StoryTown,, iStation and Reading Street assessments will be used to differentiate instruction to meet the needs of each student.
- Utilizing the Early Childhood Coordinator to assist in the implementation of the Reading Street, Story Town and Core Knowledge programs.
- Providing increased supervision of literacy and mathematics instruction using technology.
- Continued implementation of the literacy, math blocks and prototypes
- Identifying students for appropriate academic intervention services such as targeted small group instruction, individualized tutoring, and counseling
- Encouraging parents to use parenting strategies provided by the Parent Coordinator.

**Strategies to increase parental involvement**

The Dr. Rose B. English School will provide volunteer training twice a year through the Learning Leaders Program. Parents can be elected to the P.T.A., PAC, SLT, etc. We also offer an “Open House” for parents and we have a *First Day Celebration* for parents, teachers, and students to interact and establish relationships over a collaborative banner project in the classroom on the very first day. We also hold an annual Welcome Back BBQ for parents on the second or third Saturday in September to promote parent and staff relationships early in the school year. Parents can observe their child’s classroom by appointment or school tour given by the P.T.A. They can observe their child’s class work and folders by appointment or at the Parent-Teacher Conferences. Once a month we will also host Principal’s Breakfast for parents. We will utilize these workshops to inform parents about school wide goals and programs.

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

Administrators will attend screened hiring halls should a vacancy arise. The few staff which is not currently HQ will be encouraged to obtain the appropriate certification and supported with tuition reimbursement pending funding availability.

**Service and program coordination**

Collaboration with the NYC Food Bank’s Cook Shop program are being coordinated to achieve this goal by providing motivation interdisciplinary instruction.

**Budget and resources alignment**

Since we are a conceptual consolidation school, all available and appropriate FSF tax levy and reimbursable funds including Title I and Title III will be used to support the actions, strategies and activities to achieve this goal.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

By June 2012, overall grade 4 and grade 5 ELA academic performance will improve by 10% as measured by our periodic assessments (Performance Series and Acuity). As a consequence of this goal, by June 2012, our state testing performance will improve by a minimum of 5% over the previous year as measured by the state 2012 ELA assessment. As we met the ELA AYP goal in 2011 through

the Safe Harbor, we will accomplish these goals by June 2012 without it. Looking Specifically into subgroups like the ELL and Special Needs population, we expect that by June 2012, there is minimally a 5% increase in the average score.

#### **Comprehensive needs assessment**

On the 2011 ELA assessment, 59% of the grade 4 students and 46% of the grade 5 students met the standards for their grade. By June 2012, in grades 4 and 5, 64% and 51% of the students will meet the standards in ELA, respectively. An analysis of September and October ACUITY performance data shows that grade 4 students demonstrated the most strength in literary response and expression. Their weakness tends to be in critical analysis and evaluation. The same assessment shows that grade 5 students demonstrated strength in literary response and expression and understanding how information is used. Grade 5 weaknesses tend to mirror grade 4 with critical analysis and evaluation being the area of greatest concern.

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

The Dr. Rose B. English School will provide volunteer training twice a year through the Learning Leaders Program. Parents interested in leadership opportunities can be elected to the P.T.A., PAC, CEC and or SLT. We also offer an "Open House" for parents and we have a *First Day Celebration* for parents, teachers, and students to interact and establish relationships over a collaborative banner project in the classroom on the very first day of school. We also hold an annual Welcome Back BBQ for parents on the second or third Saturday in September to promote parent and staff relationships early in the school year. Parents can observe their child's classroom by appointment or school tour given by the P.T.A. The PTA holds monthly day and or evening meetings. They can observe their child's class work and folders by appointment or at the Parent-Teacher Conferences. Once a month we will also host Principal's Breakfast for parents. The principal leads parents on school tours and discusses issues of concern to parents. We utilize these workshops to inform parents about school wide goals and programs.

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

Administrators will attend screened NYC Department of Education hiring halls should a vacancy arise. The few staff which is not currently HQ will be encouraged to obtain the appropriate certification and supported with tuition reimbursement pending funding availability.

**Budget and resources alignment**

Since we are a conceptual consolidation school, all available and appropriate FSF tax levy and reimbursable funds including Title I and Title III will be used to fund the actions, strategies and activities to achieve this goal.

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

By June of 2012 overall grade 6-8 math performance will improve by 10% as measured in our periodic assessments (Performance Series and Acuity). As a consequence of this goal by June 2012 our state math testing performance will improve by a minimum of 5% over the previous year as measured by the state 2012 math exam.

After reviewing our preliminary state report card, it appears we may not make AYP in math in multiple subgroups, therefore even though our performance is almost always higher in math than ELA, we decided to increase our focus on Math this year.

#### **Comprehensive needs assessment**

According to our state report card, we did not meet Adequate Yearly Progress in mathematics for grades 6-8 for Black or African American students, students with disabilities and economically disadvantaged students.

2010-2011 math test results

Grade	# Passing	Percentage
6	26	46
7	25	32
8	20	24

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

- a) Teachers in grades 6-8 will instruct students using Impact Math, Math Connects and Destination Math programs. Data-driven planning will be used to inform differentiated instruction using the core programs. AIS programs such as Study Island, Destination Math, TV Textbook, VMath Live and Acuity Groups will be used to provide intervention for lower performing students. The same AIS programs as well as technology integrated presentation projects will be used to challenge higher performing students. Students will be given monthly assessments from Performance Series, Acuity, and Destination Math. Teachers will address strengths and weaknesses by creating data-driven action plans. Students with special needs will receive a personal intervention plan based on data from monthly unit assessments, and each student's IEP. Service providers will support classroom instruction by differentiating instruction based on learning modalities and needs.
- b) Ongoing professional development will be given to teachers and service providers with a focus on modeling and sharing effective strategies and techniques for classroom instruction. Teachers in grades 6-8 will utilize weekly Thursday professional

development time to meet with colleagues in specific content areas. Middle school math teachers will also create and development teacher teams and attend workshops provided by CFN staff developers.

- c) Each testing grade will take 6 periodic assessments (3 Performance Series and 3 Acuity Assessments). The data from each test will be used to measure student progress within their given skill needs. Each student is expected to make a minimum of 5% progress over and above their previous score. Teachers will also conduct formative and program assessments (e.g. Destination Math) to determine skill-specific progress.

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

The Dr. Rose B. English School will provide volunteer training twice a year through the Learning Leaders Program. Parents can be elected to the P.T.A., PAC, SLT and or CEC. We also offer an “Open House” for parents and we have a *First Day Celebration* for parents, teachers, and students to interact and establish relationships over a collaborative banner project in the classroom on the very first day. We also hold an annual Welcome Back BBQ for parents on the second or third Saturday in September to promote parent and staff relationships early in the school year. Parents can observe their child’s classroom by appointment or school tour given by the P.T.A. They can observe their child’s class work and folders by appointment or at the Parent-Teacher Conferences. Once a month we will also host Principal’s Breakfast for parents. We will utilize these workshops to inform parents about school wide goals and programs.

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

Administrators will attend screened hiring halls should a vacancy arise.

The few staff which is not currently HQ will be encouraged to obtain the appropriate certification and supported with tuition reimbursement pending funding availability.

#### **Service and program coordination**

Collaborations with community-based organizations, such as YWCA, Beacon (at PS/IS 323) Italian American League, Brooklyn Center for Psychotherapy and the Federation of Multicultural Programs. Our own internal programs are coordinated to assist in achieving this goal through our interdisciplinary arts-based enrichment programs including our own Sidney E. Austin Drum & Bugle Cadet Corps, our iPad orchestra, music, drama and crafts programming as well as other extracurricular activities such as our *Thursday Afternoon at the Arts* including Needlepoint, Music and Technology, Robotics, Social Media for Kids, Culinary Arts, Drama and Dance programming. Our *Champs* sports program features morning and after school physical fitness activities to round out the school day.

**Budget and resources alignment**

Since we are a conceptual consolidation school, all available and appropriate FSF tax levy and reimbursable funds including Title I and Title III will be used to support the actions, strategies and activities to achieve this goal.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	37	31	N/A	N/A			2	4
<b>1</b>	46	42	N/A	N/A	1		2	13
<b>2</b>	38	34	N/A	N/A	6		4	10
<b>3</b>	24	19	N/A	N/A	4			5
<b>4</b>	58	58			7			13
<b>5</b>	64	64			10			6
<b>6</b>	54	54			10			9
<b>7</b>	69	69			1			7
<b>8</b>	64	64			9			6
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>Grades K through 2 – StoryTown Intensive/Strategic Intervention Kits Reading Street Intervention kit and. iStation interventions. AIS services provided Monday through Friday during the extra instructional period and during the school day Monday through Friday. Small group instruction and one-to-one tutoring.</p> <p>Grades 3-8: Extra Instruction Period - Monday–Friday, small class ELA skills review including Study Island, Achieve 3000 and Fast ForWord, Renzulli, Voyager, Imagine Learning and Google Apps.</p> <p>Grades 3-8: Extended Day, 8 Weeks - 3 hours weekly after school skills instruction</p>
<b>Mathematics</b>	<p>Grades K through 2 – Small group instruction during the school day Monday through Friday.</p> <p>Grades 3-8: Extra Instruction Period- Monday-Friday, small class math standards strand review including, Destination Math, TV Textbook and Study Island online programming.</p>
<b>Science</b>	<p>Grade 4 – Extra Instruction Period, Monday-Friday, CC Review, Measuring Up, Study Island Online Programming</p> <p>Grade 7 – Extra Instruction Period, Monday – Friday, CC Review, Study Island Online Programming, Adaptive Curriculum</p> <p>Grade 8 – Extra Instruction Period, Monday – Friday, CC Review, Study Island Online Programming, Mobile Science Lab</p>
<b>Social Studies</b>	<p>Grade 5: 3 Weeks Additional Scheduled SS Class Periods – 3 hours of Core Curriculum Review</p> <p>Grade 5: Extended Day – 10 hours afterschool CCR</p> <p>Extra Instructional Period - Monday-Friday, Measuring Up</p> <p>Grade 7: Instructional Period - Monday-Friday, CC Review,</p>

	Grade 8: Instructional Period , Monday-Friday, CC Review,
<b>At-risk Services provided by the Guidance Counselor</b>	ERRSA Counseling in multiple grades by multiple counselors
<b>At-risk Services provided by the School Psychologist</b>	ERRSA Counseling
<b>At-risk Services provided by the Social Worker</b>	ERRSA Counseling
<b>At-risk Health-related Services</b>	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.

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**PARENT INVOLVEMENT POLICY 2011-2012**

**The Dr. Rose B. English School – PS/IS 327 Title 1 Parent Involvement Policy will address four major components; consultation, annual meetings, parental activities, and visitation.**

1. **Consultation** - Parents will be involved in the planning, evaluation, and implementation of programs relating to Title 1 and the NCLB Act. Also, there will be a reasonable support for these activities. Parents will be given a comprehensive range of opportunities to become informed in an ongoing manner of all Title 1 programs. Consultation will be provided for parents for their input so parents and educators can work together to our school's objectives through the following:

- Parent Advisory Council - Keep all parents notified and informed on an ongoing basis of Title 1 programs and objectives.
- P.T.A. /PA – Parent, Teacher, organization of the school, whose duty is to represent parent's issues and concerns.
- SLT - Parents review CEP, policies, and instructional standards of the school.
- Parent Coordinator – Create a welcoming environment for parents, conduct outreach to engage parents in their child's education and to support and work closely with the P.T.A, PAC, SLT, and community organizations.
- PS/IS 327 PAC will create a schedule that lists its monthly meetings to inform parents of their rights and responsibilities pursuant to the Title 1 guidelines. Written programs will be provided to parents for the discussion, review and recommendations. Information will be distributed to parents as well. Our CEP will be jointly developed by parental input.
- A final draft copy will be available to the parents, P.T.A. President and PAC Chairperson at least 10 days before June 30<sup>th</sup> of every year. Additional copies will be made available to interested parents at our Annual Title 1 meeting in

October. Copies of the CEP shall also be kept for parental review in the offices of the Parent Coordinator and the P.T.A. President.

- PS/IS 327 and parents will conjunctively work together to attain high student performance by the following:

- Extended school days
- Afterschool programs
- PD for teachers
- Saturday Academy
- Review school data (school report card, grow report, CEP)
- Students on time and prepared
- Volunteering (Learning Leaders, P.T.A.)
- Attending P.T.A./PAC meetings and Parent Conferences
- Requesting school-based services
- Make sure H.W. is done every night

Written parent concerns regarding Title 1 funds shall be forwarded to the PAC Chairperson at P.S. 327/I.S. - 111 Bristol Street Brooklyn, NY 11212.

Parental notification of instructional programs, performance standards and assessments instruments as well as their child's individual student assessment results and proficiency levels and their meaning; promotion policy, after school, and summer programs will be address through the following:

- Annual meeting in October
- End of school term meeting in May
- Monthly P.T.A. /PAC and CBO's meetings and workshops
- Monthly Parent Coordinator Meetings
- ELA, Math and Social Studies Workshops

In order to increase the participation of parents with disabilities, PS/IS 327 is a barrier free school. Parent meetings and workshops will be conducted on the first floor. Family workers can make home visits to parents who cannot come up to the school.

Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day.

Parents will be notified through monthly calendars, newsletters, and flyers. Meetings are scheduled at various times during the day and after the school day to encourage parents.

PS/IS 327, supports and encourages parents in getting the skills and outreach they may need to be more effective in their child's education. The following programs and workshops have been designed or implemented by PS/IS 327 and parents:

Parent Math and Literacy Development  
(GED, College of New Rochelle)

Involving more fathers and male role models in our school.

Parenting Skills/Family Support Resources.

Leadership Development (P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)

Understanding and participation of instructional initiatives

Workshop on Title 1 laws and the No Child Left Behind Act of 2001

Brownsville Library Parent Program

Dial - a Teacher

School-Based Support Services

Provide the coordination, technical assistance, and other support e.g.

(Parent Coordinator, Math and Literacy Coaches) in planning and implementing effective

parent involvement activities to improve student academic achievement and school performance.

Conduct outreach activities and training parents, especially new parents and non-English- speaking parents.

Provide a Parent Room in which parents feel welcomed and can use to coordinate

parent involvement activities (P.T.A./PAC room 108.)

Provide resources for family outreach to assist and inform parents, and involve them in the school community.

2. **Annual Meetings** – Every year in the month of October, each parent will receive at the start of the new school term a letter of invitation to our annual Title 1 meeting. At our annual Title 1 meetings parents are informed of opportunities for involvement in the development of policies, program activities and procedures for ongoing involvement at PS/IS 327. The principal, parent coordinator and the PAC chairperson will work during the summer to schedule PAC meetings for the school prior to October of each school year.

3. **Parent Involvement Activities** - Each Title 1 school within District 23 must set aside no less than the minimum of 1% of Title 1 project funds for parental involvement activities which includes but not limited to:

Funds may be used for transportation, materials supplies, postage, and refreshments at the monthly

meetings

Funds will be provided for parents who at any Regional/District/Citywide workshops.

Reasonable

expenditures for refreshments of food particularly when such sessions/meetings /workshops extend

through mealtime will also be covered

Project funds may be used to support a Title 1 Conference or Region II Parent Conference

Project funds may be used to support a parent retreat for the purpose of budget and program planning

with district staff. This will support allowable expenditures for parent involvement.

To increase school staff and parental relations, PS/IS 327 will do the following:

- Educate the principal, vice-principals, parent coordinator, teachers, pupil personnel and other staff members to work with parents as equal partners.
- Encourage regular visits by parents to come in to our school.
- Provide parents with training and resources to help them help their child.
- Plan celebrations, clubs, and workshops that will build on school-staff and parent relationships.
- School website [www.drrosebenglishschool.org](http://www.drrosebenglishschool.org)
- Learning Leader Training.
- Annual Welcome Back Barbeque to welcome current and new families to our school.
- Open House during the first month of school.
- Monthly Principal Parent Breakfast
- High-Lites Newsletter
- Principal's blog
- Learning Environment Survey (LES)
- Family Blast emails.

PS/IS 327 - is committed to its efforts of developing strong ties with our parents and our community. We believe in the policies put forward for our school and for our parents. We believe to improve the academic and social skills of a child, it takes more than just the school, and it is a mutual effort of the parents and community as well. We will continue to identify and tear down barriers that have set limits to what our students can achieve. By evaluation and review of this parental involvement policy, we can promise our students and parents a better future for tomorrow.

The Role and Responsibility of the Parent Advisory Council – (PAC)

The No Child Left Behind Act requires meaningful consultation with the parents of

Title 1 participating children. To uphold this policy - the planning, development, implementation and evaluation of Title 1 programs, PS/IS 327 and the (PAC) in partnership will work together on the following:

- Have at a minimum (5) meeting per school year.
- Distributing to their membership a written Parent Involvement Policy Statement.
- Informed parents about our annual Title 1 meeting in October.
- Distribute information and parental outreach to parents to attend annual meeting.
- Attend conferences, workshops, National and Regional Title Conferences.

#### Qualifications of the PAC

Members of the PAC of PS/IS 327 must be a parent of a child attending a school in District 23 and /or meet the following criteria;

- Their child must receive Title 1 services or attend a SWP school.

#### Election/Voting Procedures:

Members of the PAC of PS/IS 327 will abide by the following election/voting procedures:

- Elections will take place every two years on the 2<sup>nd</sup> Wednesday in June.
- Nominations committee will be formed in May
- A quorum of (7) parents must present to conduct official business of the PAC.
- Absentee ballots/nominations or voting by proxy is not permitted.
- Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PAC meeting.

#### The Duties of the PAC - Chair, Vice Chair and Secretary

##### The Chairperson Duties:

- Speak out for parent's issues and concerns and the needs of all Title 1 students.
- Work with the Parent Coordinator and the P.T.A. to actively increase parental involvement.
- Have meetings during the day and evening to accommodate all parents.
- Provide up-to-date information and workshops on the No Child Left Behind Act
- Provide parents with information to educational programs, meeting and workshops that will help to support their child's academic success.

##### The PAC Vice-Chair Duties:

- Take the place of the PAC Chair is he/she is unable to fulfill their duty at a parent meeting or consultation.

##### The PAC Secretary Duties:

- Keeping an accurate record of all minutes and agenda's.

- All P.S. 327's Parents -School Compacts, Title 1 Policies and Budget Proposals on file for distribution and review.

Review of Title 1 Policies should take place every year at a determined date set by PAC chairperson and principal. Any amendment should be brought to the PAC executive board to be voted on at a later date by the general assembly.

#### Term of Officers

All PAC Officers are elected to serve for a two-year term. No officer should have more than a four year term unless there are no parents to fill in the PAC executive board positions.

4. Visitations Regular school visitations by parents are always encouraged by the Parent Coordinator, the PAC Executive Board, and by our school Principal.

PAC's should conduct a least (5) public meetings per year and maintain records of meetings including agendas, minutes and attendance sheets.

Dr. Rose B. English – PS/IS 327  
School – Parent Compact  
**2011-2012**

The Dr. Rose B. English School – PS/IS 327 receiving funds under Title 1, Part A of the Elementary and Secondary Education Act (ESEA), must develop a written school-parent compact jointly with the parents for all children participating in Title 1, Part A activities, services, and programs. This compact is part of the school's written parental involvement policy developed by the school and parents under section 111(b) of the ESEA. This compact will outline how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the New York State high performance standards.

## School Responsibilities

The Dr. Rose B. English School PS/IS 327 provides a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

The Chancellor's Balanced Literacy program is utilized in all grades and is scheduled and apportioned by our Balanced Literacy Prototype. Grades K-3 use Reading Street and Harcourt StoryTown materials to provide phonemic awareness instruction and Core Knowledge materials to provide an interdisciplinary curriculum of coherent, sequenced, specific knowledge. Other early childhood programs such as iStation are used as supplementary elements of our Balanced Literacy instruction. In addition, the early childhood writing cluster develops students' phonemic awareness through the literacy – writing program. Weekly staff development study groups conducted by the Early Childhood and Core knowledge Coordinator, and other staff developers provide teachers with quality professional development in English Language Arts instructional techniques and strategies. Monthly Story Town and iStation assessments are used to provide ongoing assessment. All of the students in grades K-3 receive the benefit of reduced class size afforded by Early Childhood Reduction funds. The elementary division ELA Balanced Literacy program utilizes the Time to Know technology based program, supplemented by the 100 Book Challenge program and DEAR (Drop Everything and Read) time (silent reading of a book of a student's choice for 75 minutes per week), skill-based guided reading groups in addition to usage of Kaplan and STARS for test preparation. Early Childhood Level I students at risk for reading failure are referred for Harcourt and iStation interventions. Elementary Level I students are referred for Voyager and Study Island interventions as well as Extra-instructional Time, Academic Extended Day and Saturday Academy. Finally, the Early Childhood Coordinator, Lead Teacher and ELA consultants provide intensive modeling, conferencing and feedback sessions to assist new teachers with instructional strategies.

With regard to mathematics instruction our school uses the Chancellor's Everyday Math program for Grades K-5. Grade 6-8 utilizes the Time to Know Math technology based program, Math Advantage and March-to-March programs. Regular math professional development by the Early Childhood Coordinator and Math Lead Teacher positively impacts our math instruction by providing teachers with specialized coaching in effective math pedagogy as ELL as cycles of modeling, observation, inter-visitations and feedback for new teachers and teachers whose children are not meeting their goals. Supplementary use of Math STEPS, Kaplan Math, Measuring Up, NYS Math Coach, Study Island and Dimension-M as well as usage of Math games and manipulative significantly focuses our instructional and test preparation and test sophistication programs. Pull-out and push-in math tutors assist with the provision of skills-based math instruction, monthly school-wide practice tests, the citywide Interim Assessments (predictive and diagnostic) and teacher-made tests.

Our early childhood program also embraces the CORE knowledge program by E.D. Hirsch. Social Studies and Science instruction is provided using this national curriculum adapted for our own NYS State and City standards. This intensified content area approach is designed to heighten learning and interest, as well as meet the needs of the state mandates in our Early Childhood division. Elementary and Middle grade students follow the state standards using the Harcourt and Glencoe NYC programs and also receive a science lab component.

The Core Knowledge curriculum is also the focus of our Art and Music programs. Art projects based on the content of the CORE knowledge program are created and designed in this cluster class. We also offer instruction in Music Appreciation as well as a violin, cello, and recorder program for over 100 students. Our music program also includes an extensive collaboration with the Brooklyn Music School and Brooklyn Arts Council. This partnership has thrived over the past 20 years. We have a program where four Artist – in-residents come weekly for approximately 15 weeks, to work individually with the violin students. There is an additional instructor who teaches theory. In addition to this program we have Music in the Words, which is an integration of music and literacy, and Dance in the Words, which introduces movement to our children. These two programs impact students in grades 1-5 including special education. These programs (BMS – String program, Music and Dance in the words) are funded by Project Arts monies and SWP funds. Computer technology and physical education are provided through the cluster program. Our Thursday Afternoon at the Arts programming provides Arts programming including: Instrumental Music, Visual Arts, Dance, Drama, Vocal Music, Mediation Arts, Digital Media Arts, Culinary Arts, Robotics, and Needlepoint Arts. Each middle school student receives a choice of 2 Arts electives per semester.

Our in-house after school and Saturday program is primarily geared toward academic improvement and test preparation but our collaborations with community based organizations, such as YWCA Scholars and Brooklyn Center for Psychotherapy bring additional arts, music, theatre, crafts, values clarification and athletics programming as well as other extracurricular activities such as Home Economics, Fashion and Dance into the building. Our Fit for Life sports programs feature the winning PS/IS 327 Wizards basketball team (JV and Varsity levels) and the Double Dutch national champion Baby Jazzy Jumpers.

In addition to our academic and extra-curricular programming, students receive training in conflict resolution, social and self-awareness, sound decision-making and stress management. These programs when combined with services provided by our school based support team (guidance counselors, social worker, and school psychologist), the Dean's office guidance intervention, conflict resolution and crisis intervention programs promote a calm, safe and orderly environment where students' learning is prioritized and maximized. The Dr. Rose B. English School is truly a successful Center for Learning building community through partnership.

Parent – Teacher Conferences:

PS/IS 327 will hold two Parent–Teacher Conferences which will be held in November and in March. Teachers will receive staff development on the compact and how the Parent-Teacher Conferences should be conducted. Parents will receive materials on what they should ask and how the compact affects the student achievement. In addition four progress reports will be delivered so as to inform parents of their child’s academic progress.

Providing frequent reports on their child’s progress:

PS/IS 327 will provide parents with frequent reports on their child’s progress by in-house testing, regional and state testing, and monthly progress reports. Parents will also receive materials on how to access the ARIS Website for information on their child’s test scores and monthly progress reports when the Department of Education makes this resource available.

Providing parents reasonable access to staff:

P/IS 327 will provide reasonable access to staff by having an open door policy. Our Parent Coordinator is here to create a welcoming environment for our parents and to coordinate any meetings between parents and teachers. If applicable, teachers could meet with parents on prep periods. Sometimes, they may have to be advance notice. Parents can meet with the parent coordinator, guidance counselor or assistant principal in the morning before the school day has started. Parents also have the option of calling the school, and if possible, have a phone conference with the teacher.

Providing parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities:

PS/IS 327 will provide volunteer training twice a year through the Learning Leaders Program. Parents can be elected to the P.T.A., PAC, SLT, etc. We also offer an “Open House” for parents and we have a first day “Back to School” celebration for parents, teacher, and students to interact in the classroom. Parents can observe their child’s classroom by appointment or school tour given by the P.T.A. They can observe their child’s class work and folders by appointment, or at the Parent-Teacher Conferences.

## Parent Responsibilities

We, as parents, will support our children’s learning through the following ways:

- Making sure our children attend school each day
- Making sure homework is completed every day.
- Monitoring amount of television their children watch
- Volunteering in the school (Learning Leaders)
- Attending P.T.A./PAC meeting, workshops
- Attending Parent-Teachers Conferences
- Staying informed about my child’s education and communicating with the school by promptly reading all notices, flyers from the school and responding in a timely manner.

- Serving, if possible on the PAC, SLT or other school advisory groups.
- Review on an everyday basis, all notebooks brought home. Check notebook or book bag for notices, flyers from the school.
- Where possible provide computer and internet capability for our children to receive online interventions provided by the school.

### Student Responsibilities

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

- Come to school every day on time and prepared to learn.
- Wear our uniforms every day.
- Respect teachers and other staff members.
- Respect ourselves and other classmates.
- Read at least 30 minutes every day outside of school time.
- Hand in our homework and assignments every day.

### Teachers Responsibilities

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

- Preparing relevant lessons plans daily for each subject area taught.
- Providing opportunities for student performance through challenging experiences.
- Communicating with parents of children needing additional support.
- Monitoring class work, homework, and student progress.
- Attending scheduled Parent-Teacher Conferences, meetings, and conferring with parents as needed.
- Participating in weekly staff meetings, professional development, study groups, and grade conferences.
- Ensuring a safe learning environment where all students are encouraged to achieve.
- Hand out notices and flyers in timely manner to our students.

### Services Offered

PS/IS 327 has a wide range of intervention services and resources to help our students achieve the highest level of enrichment and academic success and ensure that social/emotional needs are address through the following:

#### **Guidance Counselor Intervention:**

- Group and individual counseling

- Students not meeting Promotional/Performance Standards
- Students experiencing behavioral/emotional/family issues negatively impacting on learning.
- Referrals to supportive agencies
- High School Articulation

### **School Psychologist:**

- At risk resource room
- Group or individual counseling
- Testing academic and performance levels

### **Social Worker:**

- Small group instruction or individual counseling
- Peer Mediation Group
- Referrals to supportive agencies

### **ESL Teacher**

- Works with students and parents who speaks English as a second language or have minimal proficiency with English.
- Provides testing

### **Dean**

- Address behavioral and discipline procedures
- Informs and updates parents
- Referrals to internal service providers

### **Brooklyn Center**

- Two licensed social workers are available on a part-time basis to work with our students and parents.

### **Student Enrichment Services**

- Extended Time Sessions
- Saturday Academy
- After School Reading and Math Programs
- Small group tutoring
- Ticket To Read
- Study Island

- Renzulli
- Fast ForWard
- iStation
- Achieve 3000 Reading
- 100 Book Challenge
- Art Programs including Thursday Afternoon at the Arts, Stars of Tomorrow and Drum and Bugle Corps
- Instrumental Music Programs
- SETTS – Resource Room
- Adaptive Physical Education

### School/Parent/Community Support

Teamwork through Collaboration is the key to our success! Parents are Parents in their child's education. We believe the school, parents and community based organizations (CBO's) all play a part in the education, emotional, and social needs of a child. PS/IS 327 will play a pivotal role in our responsibility to create an environment that is conducive to parental involvement and establishing resources for all parents by the following:

#### **Parent Coordinator**

- Build a positive relationship with the members of the school community; including the principal, parents, teachers and the students.
- Accessible to assist parents with issues and concerns related to their child and/or the school.
- Assist parents in knowing how to support their child's learning.
- Provides training for parents to become Learning Leaders volunteers.

#### **Community Education Council Member**

- Address issues and concerns within the community.
- Address policy within District 23.
- Meetings are provided for parents once a month at different schools.

#### **P.T.A. and P.A.C.**

- Represent the parent and teacher membership
- Holds meetings monthly
- Responsible for updating parents and sending home important information that affects the parent membership
- Plans workshops and celebrations in the school

- Make Title I Parental Involvement funding decisions in consultation with the principal

### **Community Based Organizations**

- Provide extracurricular activities, such as dance, music, theatre, home economics, and arts and crafts.
- Provide outreach to parents and includes parents in activities as well.
- Provide enrichment activities to testing grades.

### **College of New Rochelle**

- Parents can receive their GED with 24 college credits
- Parents can receive their Bachelors Degree in many different courses of study t he College of New Rochelle has to offer.

### **Brownsville Library**

- Parents can use this resource for numerous workshops that deal with issues within our community.
- GED Program
- Reading program for adults

### **Brownsville Youth Association**

- Job Readiness
- Security Training
- Resources in the community

### **Brownsville Heritage House**

- Workshops, seminars, and conferences are given throughout the year.
- Provides a wonderful resource on African – American Heritage.
- Provides a useful learning resource within the community.
- Parent and Community Engagement Needs Assessment and Action Plan

### **Needs Assessment:**

P.S. /I.S. 327 located in district 23 will foster parental involvement towards ensuring student's academic, social, and emotional success. Through school parent and community partnership we will be able to increase student achievement.

During the school year of 2009-2010 there were a number of opportunities for parents to participate in the school. They were offered flexible scheduling times to attend monthly

morning and evening meetings via PTA/PAC and the Learning Leader Program. Parents were able to attend workshops such as the “Core Knowledge Workshops for Early childhood “and The Core Content areas relating to the ELA, Math and Social Studies state Exam.

Ten Learning Leaders were recruited for the 2010-2011 school year. 6 were active in the building. Parents were allowed to engage with staff and students during our Open house sessions and our annual “First Day Back to school celebration”. The creation of our monthly Newsletter to our parents keeps them informed of upcoming events and schedules during the month. Our School Leadership Team (SLT) developed, modified and evaluated their CEP and also participated in PBD (Performance Driven Budgeting). There was about a 50% improvement rating in attendance at our meetings and workshops.

Within this new school year 2011-2012 we will continue to use the strategies of last year to engage our parents. Earlier this school year we had our second annual Family day cook out and various community organizations such as health care programs were invited. Parents will have access to the school website in which they will be able to see posted homework and announcements from their Childs classroom. There will also be a Parent resource link so they can have 24/7 access to information. We will begin to use the auto-dialer for mass phone calls and post cards for increase parent communication regarding student attendance. We will be offering our parents and eight week course conducted by Cornell University on Health and Nutrition. At the end of the program each parent will receive a certificate. We will continue to use parental incentives to increase attendance at meetings and workshops. We would like to recruit 30 new parents in our Learning Leaders Program. Overall our goal this year is to increase parent involvement by 60%.

**Action Plan – Parent and Community Engagement**

Annual Goal	P.S. /I.S 327 District 23 will have a functioning School Leadership Team, which will develop their schools’ Comprehensive Educational Plan linked to the Performance Driven budgeting system. P.S. /I.S 327 District 23 will foster parental involvement towards ensuring students’ academic, social and emotional success.
Related Objective	By April 2012, P.S. /I.S. 327 will have been provided training/development in creating their CEP’s. By June 2012, P.S. /I.S.327 will demonstrate an increase in parental involvement. By June 2012, the School Leadership Team of P.S. /I.S. 327 will have developed, modified and evaluated their CEP. By June 2012, the School Leadership Team of P.S. /I.S.

	327 will participate in PDB (Performance Driven Budgeting).
WHAT needs to be done to accomplish objective?	PTA meetings held twice monthly, PAC held monthly, evening and morning sessions. PAC and DAC representation at district meetings, Learning Leaders Program – workshops held monthly for training in parent involvement. Monthly workshops for parents in core content areas Open House sessions, creation of a monthly Newsletter to parents, school website, auto-dialer for mass phone calls, post cards sent out regarding student attendance,
FOR WHOM?	ALL PARENTS-and the surrounding community; vendors and churches.
WHEN?	Sept. – June 2011-2012 PTA meetings twice monthly (one and one half hours) PAC meetings once monthly (one and one half hours). Learning Leaders workshops scheduled for a minimum of 6 per year (2 hr. sessions). Initial training followed by City Wide all day sessions. Open House – per grade 90-minute session, by grade scheduled in Sept. and again in January. Monthly Newsletter to parents distributed last week in each month. School website 24/7 access, post cards for monitoring student attendance (as needed).
BY WHOM? <input type="checkbox"/>	Parent coordinator, PTA /PAC executive board, guidance counselors, family workers, administrators, Teachers.
SUPPORT <input type="checkbox"/>	In Kind Newsletter – Parent Involvement funds Title I – SWP Administration, Teachers, coaches, parent coordinator, PTA/PAC Executive Board, School Leadership Team
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT	Increased parent involvement in the daily life of the school. Attendance at meetings increase by 60%. Increase number of parents volunteering during the school day, chaperoning on trips. Learning Leaders if parents of the students are not available. Two parents are needed for every 20 students to meet the Chancellor’s regulations or goals. Decreased neg. behavior of students as indicated by visits to the ALC and suspensions. Increase in student scores by 10% on classroom and standardized exams.

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Pat Tubridy</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>327</b>
School Name <b>Dr. Rose B. English School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Dr. Stephen Appea</b>	Assistant Principal <b>Michele Cohen</b>
Coach <b>Ann Marie Chance</b>	Coach
ESL Teacher <b>Chris Tang</b>	Guidance Counselor <b>Anegla Hayde</b>
Teacher/Subject Area <b>Johane Bryant / Sixth Grade</b>	Parent <b>Richard Dove</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sherry Young</b>
Related Service Provider <b>Dina Brutus</b>	Other <b>Genevieve Mohamad, AP</b>
Network Leader <b>Patricia Tubridy</b>	Other <b>Tracy Willacey, AP</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>715</b>	Total Number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>4.76%</b>
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## Part II: ELL Identification Process

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

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

When a parent registers their child in the New York City School District for the first time, an assistant principal Michele Cohen or the ESL teacher Chris Tang administers a Home Language Identification Survey (HLIS) to the parents in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about that child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R is administered within the first ten days of enrollment in the school.

All parents of students identified as ELLs are contacted and students are tested within 10 days. In most cases, the initial interview and identification is immediate and then subsequently confirmed by the LAB-R. Students who speak Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parents' native tongue. The video offers parents three programs options (Transitional Bilingual Education, Dual Language, and Freestanding ESL). The video, brochures, and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher Mr. Tang describes the program that is available at the school. If the program that the parents decide is not available at the school, the school directs parents to the district office of student enrollment to help the parents to find another district school that offers the program. The ESL teacher also informs the parents that our school could place them on a waiting list until they have 15 or more students with the same language and grade in order to qualify for funds to open up a bilingual class. Parent brochures in the parents' native language(s) are also given at the orientation so that the parents could review the different choices that are available to them. Parent Surveys and Program Selection forms are given out at the orientations so that parents can decide on what option is best for them and their family based on their understanding of the different programs that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education program, the student would be placed in a school that offers Transitional Bilingual Education. The ESL teacher will follow up with parents with a phone call in the Parents' native language and to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice Option.

After reviewing the Parent Survey and Program Selection forms for the past five years, we found out that 100% of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language programs.

The ESL program offered at our school is aligned with parents' requests. The core ESL program Imagine Learning is technology oriented and embraces all different types of language. We develop plans to prepare our students for future college and career readiness within this second decade of the 21<sup>st</sup> century. We provide regular ongoing information to our ELL parents through different avenues

such as Monthly parent breakfasts, newsletters, school website, Parent-Teacher Conferences, progress reports and or individual meetings. We have an open door policy for our ELL parents to come and visit our classrooms to see what's taking place and to get a better understand of their options.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	3	8	3	8	5	3	3	0					34
<b>Push-In</b>														0
<b>Total</b>	1	3	8	3	8	5	3	3	0	0	0	0	0	34

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	3

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

ELLs by Subgroups		
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	15	0	0	16	0	2	3	1	0	34
Total	15	0	0	16	0	2	3	1	0	34

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	7	3	6	5	3	3	0					29
Chinese		1	1											2
Russian														0
Bengali														0
Urdu														0
Arabic		1			2									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Instruction is organized and delivered primarily in a pull-out setting where Imagine Learning program is used as the core instructional program. The program model is primarily ungraded and heterogenous though K-2 students are usually grouped together as are grades 3-5 students and grades 6-8 students. A push-in collaborative approach is also used in which the ESL teacher works together with the general education and other subject area teachers to set goals and plan differentiated instruction to meet the needs of all the school's English Language Learners.

The ESL teacher develops a pull-out schedule, reviewed by the assistant principal to ensure that the appropriate number of instructional minutes as per CR Part 154. Instruction in these classes is in English and students are grouped based on their NYSESLAT levels, their understanding of the English language, and the ELA skill that is being taught that period. The ESL teacher closely monitors the ESL students by making sure that they are understanding what is being taught in the class as well as by monitoring Imagine Learning program data. While students are working on their differentiated Imagine Learning modules, the ESL teacher works with all groups or individual students on skills instruction. There are also instances where it is necessary to pull-out or push-in with students for an additional period to provide a more in depth focus on particular skills that students are having trouble with. Whether during small group work or during individualized, technology-based, modular sessions students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and other school assessments that students are required to take in a given school year. All teachers in the building are given the ESL schedule that identifies all ESL students, their proficiency levels, how many hours they are required by the law to be service based on their proficiency level, and when they will be serviced. Students labeled as beginners or intermediate receive 360 minutes of instruction per week in a primarily pull-out method. Advanced students receive 180 minutes of instruction in both push in and pull out methods. During push-in sessions the ESL teacher and classroom teacher work collaboratively using methods incorporating multiple means of representation, action, expression and engagement for ELLs and other students including visuals, academic vocabulary, manipulatives, technology and data-driven differentiated grouping often based on Depth of Knowledge task complexity.

Our SIFE students are assessed to identify weakness and strengths. We conduct individual meetings with parents and provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these student is conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we refine and enhance students' prior knowledge and boost self-esteem.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets.

## A. Programming and Scheduling Information

Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and teach them with ESL methodologies. Since many of these students tend to be within the early childhood division, the school provides further diagnostic analysis through our iStation and Harcourt monthly assessments focusing on phonics, phonemic awareness, vocabulary and comprehension. Based on this data available to both the classroom teacher and the ESL teacher, prescriptive skill-based lesson plans are implemented to meet the students' individual needs. Students with 4-6 years of ELL services are almost always housed within our elementary and middle school divisions and as such benefit from periodic assessment (Performance Series and Acuity) data analysis. Teachers including the ESL teacher make use of this data to prepare and implement differentiated instructional plans to address the needs of these learners.

Moreover in order to help students prepare for state assessments Title III per session funds are set aside for teachers to provide test preparation for these students. The few students in our building who have more than 6 years of ELL service are provided with additional monitoring by our guidance counselor and assistant principals, frequent parental communication by the parent coordinator and additional academic intervention service opportunities including our Fast ForWord program which boosts the enhances memory, attention as well as visual and auditory processing. This program is primarily used for our students with disabilities including ELL-SWDs. For these ELLs with special needs the ESL teacher familiarizes himself with their IEP goals and works closely with the Special Education classroom teacher. Each student is different and therefore, the ESL teacher assists in accommodating their special needs while improving language skills. We have recently begun incorporating UDL-based strategies to adapt our curriculum to provide multiple means of representation (for example, providing options to customize the display of information or alternatives for presenting auditory or visual information), multiple means of action and expression (for example, options in the media for communication), and multiple means of engagement (for example, options that increase individual choice or autonomy) for all of our SWDs including ELL-SWDs so as to better provide access to academic content while simultaneously accelerating English Language development. With the increased availability and use of technology our teachers are more easily able to adapt our curricula to meet the needs of all of our ELLs including SWD-ELLs. This curricular flexibility is enhanced by instructionally flexible co-teaching models which we are encouraging our ESL and other teachers of ELLs to embrace. With an increase in the collaboration of our ESL teacher and his colleagues in setting goals and objectives as well as planning and implementing interdisciplinary lessons which are more academically rigorous while promoting English language development, we expect greater learning outcomes from all of our ELL students. Although our ESL teacher implements lessons primarily in a tightly scheduled pull-out instructional ESL model, he is encouraged to work with his colleagues to provide push-in teaching so that groups of ESL students are able to benefit inside a regular English classroom environment. Our IEP and PPC teams regularly meet to discuss placement of students receiving special education services including SWD-ELLs within the least restrictive environment so as to better incorporate a student's strengths where possible within a mainstreamed environment while targeting at-risk areas.

### Courses Taught in Languages Other than English ⓘ

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

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

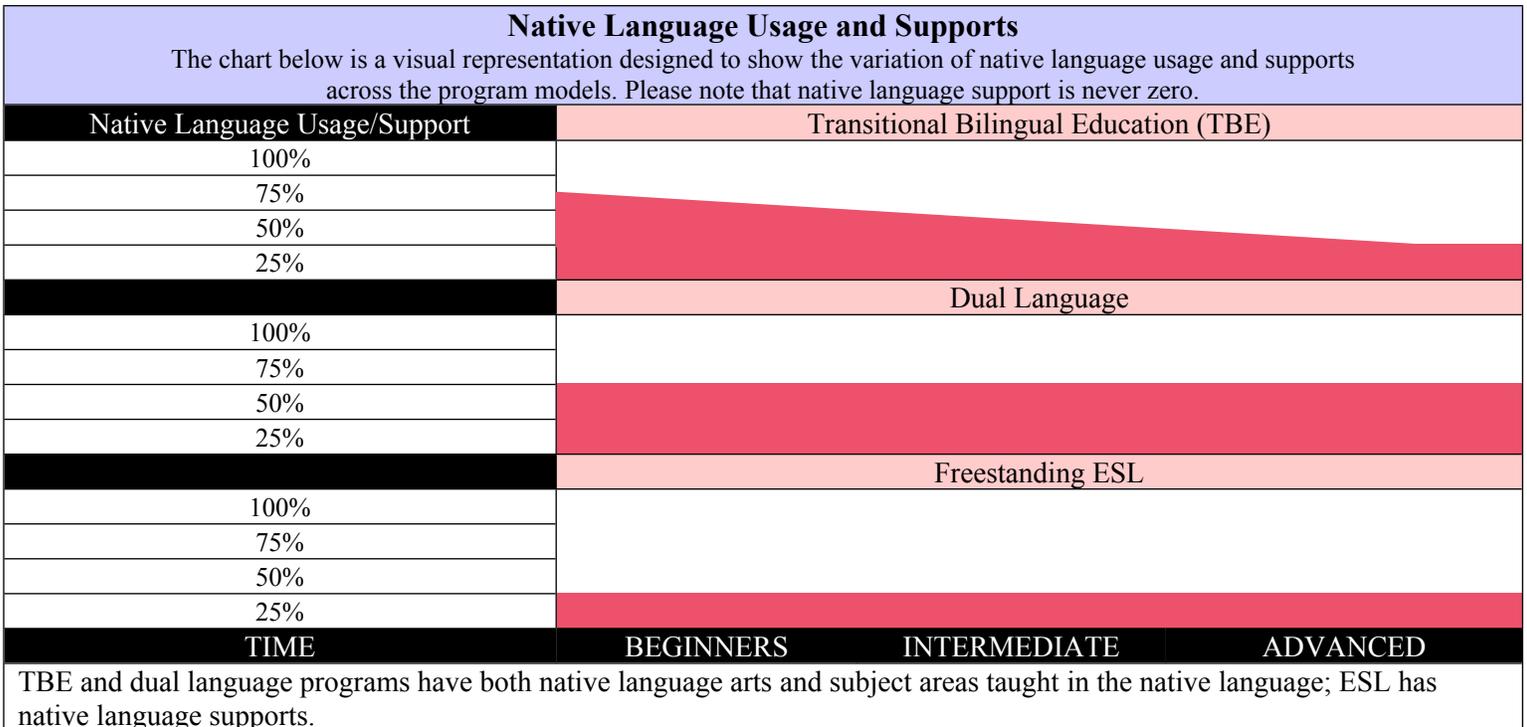
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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?

## 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?

Several different intervention programs and services are in place to support our ELL population. The main program is Imagine Learning (described above). Some of the other programs in place are: I-Station for grades K-3, Achieve 3000 (grades 6-8), Time To Know ELA and Math (grades 4-5), Voyager, Destination Math (grades 6-8), Brainpop ESL. An additional 150 minutes of instruction is provided to all ELL students every week through Extended Time instruction.

The SIOP plan is another form of intervention that is used in the school. The SIOP method is a lesson plan format that is used to support many different ELL components. SIOP lesson plans are also used tie together the different subjects in the school. Many visuals, and hands-on materials are included in this lesson format lesson. Total Physical Response (TPR) and technology are also regularly used in the lessons.

Technology plays a big role in our ESL program. The teacher has a SMART Board in his classroom and we are planning on purchasing more dedicated laptops for the ESL classroom. The Imagine Learning Program is the main technology program that is used in the ESL class. Brainpop ESL is also used to support instruction, along with Achieve 3000, and Destination Math. The Voyager program , V-Math, Scott Foresman–ESL program, English Now as well as NYSESLAT and Beyond are all used to provide instruction to our ESL students. Focus is placed on students to develop their language, reading, speaking, and writing skills. An additional 150 minutes of instruction is provided for ELL students and former ELL students for extra support in English Language Art and Math. Title III funded afterschool test preparation programming is also offered to current and former ELL students as a form of additional support to the students. Students who have mastered the NYSESLAT are provided extra support with additional pull-out and out-of-school-time enrichment and test preparation.

There are no ELL programs that have discontinued in the school this year.

A new program in our school called Cook Shop is offered to students in grades K-3 starting December 2011. All students will be able to participate including our ELL population. This is a hands-on program that uses math, science, social studies, writing, and reading.

Students will be able to communicate with other students in the grade, and will be able to learn about different subjects using food.

All ELL students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level.

A Title III funded after-school program is offered to all ELL current and former students. Students are able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication.

The Native Language of our students is embraced in the ESL program. Fortunately, our ESL teacher is fluent in English, French, Spanish, Cantonese and Mandarin thus enabling communication with the students and parents in their native language where necessary. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate. Computer-based ESL programming (primarily Imagine Learning) provides additional, grade-level native language support.

New York State standards and curricula are used to plan instruction and activities in the class. The different activities are differentiated based on the students' ages, grade, level of proficiency and ability.

Our annual Summer Parent workshop series are offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.

Spanish is the only language elective that is offered in the school.

## 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?

### 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)?

N/A

instructional strategies), academic vocabulary, childhood and adolescent developmental considerations, technology-based interventions, co-teaching, joint-ESL and classroom teacher goal-setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT, Imagine Learning reports and periodic assessment data to drive ELL instruction.

### 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?

In our school parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. There are a myriad of beginning of the year activities such as the First Day Celebration, Principal Parent Breakfasts, Welcome Back BBQ, Open House in which we open our doors in an effort to proactively establish and maintain parental relations. Throughout the year there are monthly meetings with the principal in addition to monthly SLT, PTA and PAC meetings and workshops. For those who cannot come to the school our website is a vital source of information and includes a parent page, parent resources, a principal blog and language translation (a quick click of the mouse converts the entire website into a Spanish or other language site!). We partner with our CBOs such as the YWCA to provide communication with parents about many in-school and out-of-school-time events. Many of our YWCA counselors speak Spanish and since our YWCA program operates from 3-6pm on a daily basis the counselors often provide critical translation services for our parents after school hours. We evaluate the needs of our parents primarily through the DOE Learning Environment Survey. Judging by the survey results more than 90% of our parents are satisfied or very satisfied with the way we communicate with them and the overall job we are doing. We also value word of mouth reports and the administration makes extra efforts to solicit the views of our ELL parents "over the counter." Fortunately, we have multiple staff members who speak Spanish, Creole, Chinese and Arabic, allowing us to engage our parents in their native languages immediately and when they need us to without having to pay for costly translation services. There is always a staff member available to translate at meetings such as our monthly Principal Parent Breakfast. The city does not provide a breakdown to schools as to which groups of parents feel a certain way about the school but there is no reason for us to believe that the parents of our ELL students feel any differently than the 90+% of parents overall.

## 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	3	4	1	3	4	1	2	0	0	0	0	0	19
Intermediate(I)	0	0	2	1	1	0	1	1	0	0	0	0	0	6
Advanced (A)	0	0	2	1	4	1	1	0	0	0	0	0	0	9
Total	1	3	8	3	8	5	3	3	0	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	0	0	0	1	0	0	0	0	0	0	0
	I	0	1	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	3	0	1	1	1	2	0	0	0	0	0
	P	0	0	1	2	6	2	1	0	1	0	0	0	0
READING/ WRITING	B	1	1	1	0	2	3	0	1	0	0	0	0	0
	I	0	0	0	1	1	0	1	1	0	0	0	0	0
	A	0	0	3	1	3	1	1	0	0	0	0	0	0
	P	0	0	0	0	1	0	0	0	1	0	0	0	0

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

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

**NYS Science**

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

### Additional Information

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

Paste additional information here

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **23k327** School Name: **Dr. Rose B. English School**

Cluster: **2** Network: **212**

**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.

Based on the background of our ELL population, observation of actual beginning of the year registration and a review of Home Language survey data we determine which languages are priorities in terms of translation needs for letters and communiques to parents.

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

This year, as in most recent years, by far the most dominant minority language spoken by parents Spanish (17%). This year we do however have 2 families whose primary language is Arabic and 2 families whose language is Cantonese. These findings are communicated orally in various principal parent meetings and listed in written form on our school website for all who have an interest to see and read in a language of their choice.

## Part B: Strategies and Activities

---

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

The school will distribute translated letters to the identified parents whose native language are spoken at home, i.e., Spanish, Arabic and Cantonese. Since the Department of Education provides translated copies of all parent letters, these letters are printed and distributed at the same time as English letters. All school specific letters are also translated into the 3 languages through translation services provided by our ESL teacher who is a competent speaker and writer of Spanish and Cantonese. Arabic translation of letters are provided by another teacher who is a competent writer of Arabic.

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.

The school will provide in-house oral interpretation services on demand for any and all parents who cannot adequately understand English or who wish a translation. Fortunately our staff includes multiple members who speak all of the languages identified in Part A above.

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>.

As per A-663 we will provide each parent whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities in the main office, the parent coordinator's office and on the school website. We will also post a sign near the school entrance in Spanish indicating the availability of interpretation services. Finally, our Safety Plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. For example, the Safety Agents have been instructed to contact an administrator if a parent who cannot speak English attempts to communicate with the agent about a situation involving their child. Administrators will either communicate with the parent themselves (e.g., Spanish, French) or contact a staff member who speaks the language of the parent (e.g., Chinese, Arabic).

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">Dr. Rose B. English School</a>	DBN: <a href="#">23k327</a>
Cluster Leader: <a href="#">Charles Admundsen</a>	Network Leader: <a href="#">Patricia Tubridy</a>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">34</a>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <a href="#">6</a>
# of certified ESL/Bilingual teachers: <a href="#">3</a>
# of content area teachers: <a href="#">3</a>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Based on our prior year NYS ELL testing grade data, NYSESLAT Modality analysis and direct observation of this year's students, our students need additional hours of direct and guided instruction as well as independent practice in speaking, listening, reading and writing English. Students are responding well to our core technology-based programming Imagine Learning, however in order to add variety to our intervention programming we will add several proven products from the Cambium / Voyager Learning group used in our general school population in previous years but recently enhanced and successfully adapted for the use of ELLs in Florida and Texas. Voyager Learning products. Ticket to Read will be used to enhance phonemic awareness, phonics, vocabulary and comprehension while Passport will be used for individual or small group direct instruction. V-Math Live will be used for mathematics instruction and practice. Showtime will be used for test preparation.

Students will be subdivided into 3 subgroups: early childhood, elementary and middle school ages in order to provide the most developmentally appropriate instructional organization while at the same time allowing for flexibility based on academic need. Students will receive English language instruction, practice, tutoring and test preparation (grades 3-8) twice per week for a total of 3 hours per week from December 2011 through May 2012. A team of 6 teachers (3 ESL and 3 Common Branch) will implement a combination of programming including Passport Journeys, Ticket to Read, Showtime and V-Math Live. These teachers will be supervised by an administrator.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Since professional development is critical to the success of all teachers and their students our Title III team of 3 ESL and 3 Common Branch teachers will receive weekly training for one hour each week on each of the four mentioned Voyager products (or an equivalent training of 4 hours per month). This training will be provided by Voyager Learning consultants arranged by Voyager Brooklyn Account Representative Toirey Smith and a school administrator under the supervision of the principal Dr. Stephen Appea. Topics will include using Passport Journeys, and Showtime as well as monitoring of Ticket to Read and V-Math Live programming and assessment,

## Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parental involvement is a known contributor to academic success. Thus engaging the parents of our Title III students is an important priority. Each week from just before the program begins in December 2011 through the end of May) Spanish speaking family worker Angela Rodriguez in collaboration with the parent coordinator Sherry Young will communicate directly with the parents of each Title III student participating in the intervention program. She will first communicate with the teachers to receive pertinent attendance and academic information. She will relay this information to parents through direct parent meetings and phone calls. She will also maintain a log of assistance and ensure that English and Spanish translated letters are received by the parents. The school's website will also be used to notify parents of ELL programming activities and concerns including those of the Title III program.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$7,040 (\$5,903 without fringe)	Teacher per session for after school program using Journeys and Ticket to Read.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	2100	Passport / Journeys Professional Development: 4 sessions at \$550 each.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	2060	Passport / Journeys student kits Passport / Journeys teacher kits

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b><u>11,200</u></b>	