



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** 370K - JIM THORPE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75K370

**PRINCIPAL:** SUSAN GOLDBERG      **EMAIL:** SGOLDBE6@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GARY HECHT

### 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
Susan Goldberg	*Principal or Designee	
Hope Smith	CSA Designee	
Hector Montalvo	*UFT Chapter Leader or Designee	
Cathy Wolf	*PA/PTA President or Designated Co-President	
Abiodun Banjo	DC 37 Representative, if applicable	
Shana Sommerman Andre Pierce	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Charlayne Williams	Member/ UFT	
George David	Member/ UFT	
Meghan Cooper	Member/ UFT	
Ed Sommerman	Member/ Parent	
Usha Singh	Member/ Parent	
Adeina Salter	Member/ Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2012, students will show a 5% increase in English Language Arts performance as evidenced by NYS ELA data.**

### **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.  
**Drawing upon the results of students' test scores (NYS ELA, English Regents and RCTS, NYSAA, NYC Periodic Assessments, ECLAS, ABLLS-R, and Brigance) 370K students are performing at the lower quartile of the state performance criterion. According to the 2011 test results, 40% of our standardized students are functioning at the Level 1 performance level. As indicated by our ABLLS-R and Brigance for our alternately assessed students, students are continuing to develop the foundational skills necessary to build upon the communication systems they utilize. Of the 2 students that took the English Regents in 2011, 1 student passed. Of the 6 students that took the Reading RCT in 2011, 2 passed. Of the 4 students that took the Writing RCT, 1 passed.**

### **Instructional strategies/activities**

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

**Action plan will include periodic review of data from NYStart to determine baseline and progress. Short term and yearlong goals will be established and reassessed on a quarterly basis. Teachers Teams will utilize various data sources, such as; ARIS, Acuity, Fountas & Pinnell Benchmarks, ABLLS-R, and Informal Teacher made assessments to monitor their students' progress throughout the year. Teacher Teams will examine student work and discussion planning will be conducted on a consistent pace to maintain identified goals and reflect on the effectiveness of activities based on student work samples. Data collection summary sheets have been created and disseminated to staff. Staff will use Bloom's Taxonomy level of questioning to improve students critical thinking skills in order to be able to answer higher order thinking questions.**

**Data is reviewed by staff during bi-monthly common planning meetings and interventions are suggested to meet student needs based on assessments. Assistant Principal and Data Specialist will review existing data to determine baseline – starting data point. Inquiry team meets and reviews patterns – student groups are created for SMILE intervention or Wilson's work. Interim Assessments are given three times per year to evaluate progress. Meet with English Language Arts department and other subject area teachers to review data.**

**AP will monitor student performance every five weeks by looking at data collection sheets to see if students have met benchmarks. Intervention strategies will be discussed between AP and team during grade meetings.**

**Interventions provided will be:**

- SMILE
- Wilson's
- Small group pull out/push in by AIS teacher

**Provide needed professional development to further instruction. PD will be provided by AP, District PDs, and by our Data Specialist.**

**Interim Progress Indicators that will be utilized are: Monthly Running Records of Fountas&Pinnell reading levels. Expected gains will be one level increase per month.**

**SMILE pre(Sept) and post(June) assessments will be utilized. Expected gain will be completion of one module per year.**

**Scantron assessments will be given 3 times during the school year. An increase in NYS ELA performance scores.**

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

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

**The following strategies and activities will be utilized:**

- **Three annual "Sit In Your Child's Seat" days where parents/family members learn alongside of students and participate in ELA task activities.**
- **Homework packets with tasks based on academic expectations of Common Core Learning Standards.**
- **Parent meetings to explain Common Core Learning Standards expectations.**
- **Annual IEP meetings to discuss goals and progress toward ELA expectations and Common Core Learning Standards.**

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

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

**Activities utilized to attract and ensure all staff members are highly qualified as defined by NCLB are:**

- **providing high quality professional development to ensure that teachers become, and remain, highly effective in helping all students to learn and achieve high performance standards;**
- **meeting 'highly qualified teacher' requirements for core course teaching through effective teacher recruitment, such as requesting documentation of bachelor's degrees and all NYS test results during the interview process**

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

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

**Programs supported under NCLB are coordinated by our School Guidance Counselors, Social Workers, Psychologists, and Assistant Principals. The following program are implemented throughout the school day in conjunction with the above coordinators and our teaching staff:**

- **Advisory/Violence prevention: Students develop skills to control anger and express their feelings through words either written or oral. It is conducted in small group - daily – during the school day**
- **Get Ready to Learn (GRTL) Yoga Therapy is low impact calming techniques - It is conducted during morning classroom routines daily.**
- **Life Space Crisis Intervention: Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day**
- **Violence Prevention workshops - Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation One-to-one \* during the day \* As needed**
- **Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day**

#### **Budget and resources alignment**

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

**Funds utilized to achieve this are based upon Instructional Programming – Tax Levy allocations – In addition to support Teacher Team meetings – Inquiry Team and Data Coordinator allocations will be utilized for paid preps.**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

**By June 2012, all students that are part of the SMILE program will master module I goals and participate in module II activities as evidenced by SMILE data collected in ARIS system.**

### **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.

**Drawing upon the results of our baseline reading/ ELA assessments, students who require a multi-sensory communication development program were targeted to become part of the SMILE (Structured Methods In Language Education) group. This program engages children as they progress through basic attending, phonemic awareness and sound-letter knowledge to the use of language in a descriptive and conversational manner. All students who were targeted have a severe language-learning disability. These students were performing below pre-primer according to Dolch word lists.**

### **Instructional strategies/activities**

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

**Action plan will include baseline data taken of ABLLS-R sections “E- Vocal Imitation and Q- Reading”. Children that mastered 5 items or less in sections E and Q were selected to be a part of the SMILE intervention groups. Short term and yearlong goals will be established and reassessed on a quarterly basis. Teacher Teams will utilize various data sources, such as; SMILE Data entered into ARIS, Fountas & Pinnell Benchmarks, ABLLS-R, Dolch word lists, and Informal Teacher made assessments to monitor their students’ progress throughout the year. Teacher Teams will examine student work and discussion planning will be conducted on a consistent pace to maintain identified goals and reflect on the effectiveness of activities based on student work samples.**

**Data is reviewed by staff during bi-monthly common planning meetings and interventions are suggested to meet student needs based on assessments. Assistant Principal and Data Specialist will review existing data to determine baseline – starting data point. Teacher team meets and reviews patterns. Weekly Assessments are taken to evaluate progress. AP will monitor student performance every five weeks by looking at data collection sheets to see if students have met benchmarks. Intervention strategies will be discussed between AP and team during grade meetings.**

**Provide needed professional development to further instruction. PD will be provided by AP, District PDs, and by our Data Specialist.**

**SMILE pre(Sept) and post(June) assessments will be utilized. Expected gain will be completion of one module per year.**

**Sound and Word data charts are reviewed weekly by Teacher Teams to monitor progress through modules.**

**Strategies to increase parental involvement**

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

**The following strategies and activities will be utilized:**

- **Three annual "Sit In Your Child's Seat" days where parents/family members learn alongside of students and participate in SMILE activities.**
- **Homework packets with tasks based on academic expectations of SMILE modules.**
- **Parent trainings provided by Teachers on SMILE techniques.**
- **Monthly progress reports on SMILE modules.**

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

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

**Activities utilized to attract and ensure all staff members are highly qualified as defined by NCLB are:**

- **providing high quality professional development to ensure that teachers become, and remain, highly effective in helping all students to learn and achieve high performance standards;**
- **meeting 'highly qualified teacher' requirements for core course teaching through effective teacher recruitment, such as requesting documentation of bachelor's degrees and all NYS test results during the interview process**

**Service and program coordination**

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

**Programs supported under NCLB are coordinated by our School Guidance Counselors, Social Workers, Psychologists, and Assistant Principals. The following program are implemented throughout the school day in conjunction with the above coordinators and our teaching staff:**

- **Advisory/Violence prevention: Students develop skills to control anger and express their feelings through words either written or oral. It is conducted in small group - daily – during the school day**
- **Get Ready to Learn (GRTL) Yoga Therapy is low impact calming techniques - It is conducted during morning classroom routines daily.**
- **Life Space Crisis Intervention: Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day**
- **Violence Prevention workshops - Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation One-to-one \* during the day \* As needed**
- **Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day.**

**Budget and resources alignment**

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

**Funds utilized to achieve this are based upon Instructional Programming – Tax Levy allocations – In addition to support Teacher Team meetings – Inquiry Team and Data Coordinator allocations will be utilized for paid preps.**

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

**By June 2012, all students will complete at least one rigorous, culminating, Common Core Learning Standards task in math as measured by grade wide rubrics, student work, and teacher assessments/observations**

#### **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.

**As indicated in the Citywide Instructional Expectations for 2011-12, all students will be prepared for life after high school by participating in a cognitively demanding learning experience. To strengthen the instructional core this year, teachers and administrators will align curriculum to the Common Core Standards. Teachers will look closely at current student work in teams and engage all students in at least one math task aligned to strategically selected common core standards.**

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Provide training for all staff on Mathematical Standards of Practice focused on Modeling with Mathematics and Constructing Viable arguments**
- **Teacher teams will analyze current student work samples (Fall/Winter) for alignment with CCLS and Mathematical Standard of Practice indicators present**
- **Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to construct viable arguments and model with mathematics.**
- **Administrators will monitor student Math tasks during classroom visits and walkthroughs**
- **School-wide Mathematical sharing fair for students to share their Mathematical thinking**
- **Teachers will meet bi-monthly in cohorts to develop collaborative lessons that incorporate oral and written skills as well as visual supports needed for providing evidence for students to be able to construct arguments and modeling their mathematical thinking.**
- **Teachers will work collaboratively using a cyclical approach of Assessment, Identification of Standards Task design, rubric construction, differentiated scaffolded lesson planning, examination of student work and reflection. Lessons will be shared throughout the school community to support student growth.**
- **Teacher teams/cohorts will analyze student work samples in Math to establish alignment with CCLS**
- **June collection of culminating Mathematical tasks**

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

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

**The following strategies and activities will be utilized:**

- **Three annual "Sit In Your Child's Seat" days where parents/family members learn alongside of students and participate in task activities.**

- Homework packets with tasks based on academic expectations of Common Core Learning Standards.
- Parent meetings to explain Common Core Learning Standards expectations.
- Participation in school wide math / science share fair.

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

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

**Activities utilized to attract and ensure all staff members are highly qualified as defined by NCLB are:**

- providing high quality professional development to ensure that teachers become, and remain, highly effective in helping all students to learn and achieve high performance standards;
- meeting 'highly qualified teacher' requirements for core course teaching through effective teacher recruitment, such as requesting documentation of bachelor's degrees and all NYS test results during the interview process

**Service and program coordination**

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

**Programs supported under NCLB are coordinated by our School Guidance Counselors, Social Workers, Psychologists, and Assistant Principals. The following program are implemented throughout the school day in conjunction with the above coordinators and our teaching staff:**

- **Advisory/Violence prevention:** Students develop skills to control anger and express their feelings through words either written or oral. It is conducted in small group - daily – during the school day
- **Get Ready to Learn (GRTL) Yoga Therapy** is low impact calming techniques - It is conducted during morning classroom routines daily.
- **Life Space Crisis Intervention:** Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day
- **Violence Prevention workshops** - Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation One-to-one \* during the day \* As needed
- **Therapeutic Crisis Interventions:** Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day

**Budget and resources alignment**

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

**Funds utilized to achieve this are based upon Instructional Programming – Tax Levy allocations – In addition to support Teacher Team meetings – Inquiry Team and Data Coordinator allocations will be utilized for paid preps.**

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**By June 2012, all students will participate in at least three engaging and rigorous interdisciplinary projects that focus on higher order skills as evidenced by the 2012 school survey in the student communication section.**

### **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.

**Drawing upon the results of our 2010-2011 NYC School Survey students have scored their communication level a 5.7 out of 10. Students have expressed little to no group work, few whole-class discussions, and little to no hands-on activities occurring in classes.**

### **Instructional strategies/activities**

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

**Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.**

**Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.**

**Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.**

**Teachers will become facilitators of student learning. Classroom environment will develop an atmosphere of shared responsibility. Teachers must structure the proposed question/issue so as to direct the student's learning toward content-based materials. The teachers will regulate student success with intermittent, transitional goals to ensure student projects remain focused and students have a deep understanding of the concepts being investigated. Once the project is finished, the instructor provides the students with feedback that will help them strengthen their skills for their next project. Three Projects will be created: November, February, and May due dates. Teacher teams will meet weekly to discuss project progress and benchmarks achieved. Administrators will monitor progress through classroom walkthroughs and observations. Projects will include:**

- How do government leaders support a large group?
- What activities provide Healthy Lifestyles? Ex: healthy diets, recycling, or organic farming
- What are the components of a good children's book? Classes will make children's book and winning class for school wide storytelling will prepare for D75 Storytelling Contest

**Student role is to ask questions, build knowledge, and determine a real-world solution to the issue/question presented. Students must collaborate**

expanding their active listening skills and requiring them to engage in intelligent focused communication. Therefore, allowing them to think rationally on how to solve problems. PBL forces students to take ownership of their success.

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

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

**The following strategies and activities will be utilized:**

- **Homework packets to encourage parent involvement in project based activities.**
- **Invitation to culminating activities for each project.**
- **Participation in school trips in relation to given project.**
- **Project highlights shared in Home-School Connections newsletter**
- **Feedback forms on strategies utilized in school and home to strengthen student outcomes.**

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

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

**Activities utilized to attract and ensure all staff members are highly qualified as defined by NCLB are:**

- **providing high quality professional development to ensure that teachers become, and remain, highly effective in helping all students to learn and achieve high performance standards;**
- **meeting 'highly qualified teacher' requirements for core course teaching through effective teacher recruitment, such as requesting documentation of bachelor's degrees and all NYS test results during the interview process**

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

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

**Programs supported under NCLB are coordinated by our School Guidance Counselors, Social Workers, Psychologists, and Assistant Principals. The following program are implemented throughout the school day in conjunction with the above coordinators and our teaching staff:**

- **Advisory/Violence prevention: Students develop skills to control anger and express their feelings through words either written or oral. It is conducted in small group - daily – during the school day**
- **Get Ready to Learn (GRTL) Yoga Therapy is low impact calming techniques - It is conducted during morning classroom routines daily.**
- **Life Space Crisis Intervention: Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day**
- **Violence Prevention workshops - Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation One-to-one \* during the day \* As needed**
- **Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day.**

#### **Budget and resources alignment**

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

**Funds utilized to achieve this are based upon Instructional Programming – Tax Levy allocations – In addition to support Teacher Team meetings – Inquiry Team and Data Coordinator allocations will be utilized for paid preps.**

**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>	1	1	N/A	N/A	0	1	1	
<b>1</b>	11	11	N/A	N/A	0	4	1	
<b>2</b>	3	3	N/A	N/A	0	3	3	
<b>3</b>	14	14	N/A	N/A	0	9	2	
<b>4</b>	7	7	7	7	0	7	3	
<b>5</b>	12	12	12	12	0	9	9	
<b>6</b>	0	0	0	0	0	0	0	
<b>7</b>	0	0	0	0	0	0	0	
<b>8</b>	0	0	0	0	0	0	0	
<b>9</b>	35	35	35	35	16	16	23	
<b>10</b>	23	23	23	23	8	2	9	
<b>11</b>	13	13	13	13	0	1	3	
<b>12</b>	8	8	8	8	3	0	1	

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
<p><b>ELA</b></p> <p><b>SMILE</b></p> <p><b>Voyager Reading</b></p> <p><b>Wilson</b></p>	<p><b>Small group instruction * 5x weekly * during the literacy block</b></p> <p><b>Structured Methods In Language Education (SMILE) multi-sensory communication development. This program engages children as they progress through basic attending, phonemic awareness and sound-letter knowledge to the use of language in a descriptive and conversational manner.</b></p> <p><b>Voyager: thematic adventures gives each child an engaging reading experience utilizing the five essential components of reading. Small group, during the school day 3X weekly</b></p> <p><b>Wilson: tactile system to address students needs who struggle with phonemic awareness – letter – sound recognition. One-to-one, during the school day 3X weekly</b></p>
<p><b>Mathematics</b></p> <p><b>Everyday Math games</b></p> <p><b>First in Math</b></p>	<p><b>Small group instruction * 4x weekly * during the math block</b></p> <p><b>Everyday Math Games: drill exercises aimed primarily at building fact and operation skills. Small group – 2 X weekly – during the school day</b></p> <p><b>First In Math – Web based, individualized, program to increase students’ math fluency and builds upon processing and method. Small group - 2 X weekly – during the school day</b></p>
<p><b>Science</b></p> <p><b>iOpeners</b></p>	<p><b>iOpeners: Real life photography which connects nonfiction reading to nonfiction writing with activities that prepare students for life. Small group - 2 X weekly – during the school day</b></p>
<p><b>Social Studies</b></p> <p><b>Rosen Readers</b></p>	<p><b>Rosen Readers: Primary Source documents and information with graphic images connecting nonfiction reading and writing at lower read ability levels. Small group - 2 X weekly – during the school day</b></p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p> <p><b>Advisory/Violence Prevention</b></p>	<p><b>Advisory/Violence prevention: Students develop skills to control anger and express their feelings through words either written or oral. Small group - daily – during the school day</b></p>

<b>GRTL - Yoga therapy</b>	<b>Low impact calming techniques - Morning classroom routines 5X week</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Small group * 1x monthly * During the day</b>
<b>Life Space Crisis Intervention</b>	<b>Life Space Crisis Intervention: Students develop new coping skills and self regulation techniques -- one to one – as needed – during the school day</b>
<b>Violence Prevention workshops</b>	<b>Students learn and practice social skills, such as empathy, emotion management, problem solving, and cooperation</b>
<b>At-risk Services provided by the Social Worker</b>	<b>One-to-one * during the day * As needed</b>
<b>Therapeutic Crisis Intervention</b>	<b>Therapeutic Crisis Interventions: Students develop new coping skills, decision making and self regulating techniques. One to one – as needed – during the school day</b>
<b>At-risk Health-related Services</b>	

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

**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>Gary Hecht/Stephanie McCaskill</b>	District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>370</b>
School Name <b>Jim Thorpe</b>			

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

Principal <b>Susan Goldberg</b>	Assistant Principal <b>Hope Smith</b>
Coach	Coach
ESL Teacher <b>Olga Maryamchik</b>	Guidance Counselor
Teacher/Subject Area <b>Jeanne O'Rourke (speech teach)</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Vicente Wilson</b>
Related Service Provider <b>Grace Chen (bilingual psych)</b>	Other <b>Assistant Principal M. Lebrun</b>
Network Leader	Other

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

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

Number of certified ESL teachers	<b>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>272</b>	Total Number of ELLs	<b>49</b>	ELLs as share of total student population (%)	<b>18.01%</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. 

Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment. Ideally this is done at the CSE level at the time of the initial IEP meeting. This survey is provided to the parents or guardians in their native language and in English, and is accompanied by an oral interview in English and/or native language, with the help of translation services if required. If this important step is not completed at the CSE level, it is done at the school level at the time of enrollment. The intake staff consists of Susan Goldberg - Principal; Hope Smith - Assistant Principal; Mickaelle Lebrun – Assistant Principal; Vincent Wilson - Parent Coordinator, Meghan Cooper - Unit Coordinator, Alex Ponzetto - Unit Coordinator, Olga Maryamchik, - Push-in/Pull-out ESL teacher; Brenda Graham – School Aid, Antoinette Emanuele - School Aid. The HLISs are then carefully examined by the ESL teacher, who determines if the student is LAB-R eligible. Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student’s enrollment, by the ESL teacher. The student’s score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, which in District 75 is determined at the CSE level in conjunction with parents. We use the RLER report in ATS to ensure we do not miss any students eligible to take the R-LAB. This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year.

ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and ensure appropriate program placement. To help us ensure that all ELLs are tested we use the RLER, RLAT, RNMR, and thhe RPOB reports in ATS to track and keep accurate records of students' eligibility for and performance on the LAB-R and the NYSESLAT. The NYSESLAT is administered by our ESL Teachers, (Olga Maryamchik and Ivana Ludvik) to all ELLs, according to state law. Our testing coordinator, Julian Augustin, works with the ESL teachers to facilitate a timely and organized administration of all 4 modalities (Speaking, Listening, Reading, and Writing) within the timeframes set out by the state for all eligible students. the 4 components are then scored by a team of ESL teachers, as per testing instructions. Our ESL teachers attend yearly trainings on the NYSESLAT to ensure proper test administration and scoring. After the NYSESLAT results are available parents of ELLs are informed of placements, as determined by the student’s score with a Placement Letter in English and their native language. The students continue to receive ESL services until they pass the NYSESLAT.

For students who are transferring to PS 370 but are not new to the NYC Public School System previous LAB-R and NYSESLAT scores are used to determine ESL/Bilingual services eligibility and program placement as per student’s IEP.

Based on the placement decisions made at the CSE level currently 14 of our ELLs are recommended for Bilingual Instruction and the others are recommended for ESL only.

Due to the nature of the population of students whom we serve and the diversity of their individual needs and IEP mandated service requirements, as well as native language backgrounds, it is not always possible to accommodate parent choice in forming a bilingual class (if not enough students with the same native language and educational needs are enrolled.) In this case a student is provided with ESL services, plus an Alternate Placement Paraprofessional who speaks the student’s native language and English, in accordance with CR Part 154 mandates for number of minutes (units) of instruction (i.e., K-8: Beginning and Intermediate level ELLs: 360 minutes (2 units) of ESL; Advanced level ELLs: 180 minutes (1 unit) of ESL/180 minutes (1unit) of ELA. High School: Beginners = 540 minutes (3 units) of ESL, Intermediate = 360 minutes (2 units) of ESL, Advanced = 180 minutes (1 unit) of ESL/180 minutes (1 unit) of ELA.)

# 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	49
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33		33	9	1	9	7		7	49

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
Total	33	0	33	9	1	9	7	0	7	49
Number of ELLs in a TBE program who are in alternate placement: <u>14</u>										

**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	4	7	1		1				2	2	2		20
Chinese		5	5		1				1		3	1		16
Russian		1	1	1						1		1	1	6
Bengali			1											1
Urdu			1								1			2
Arabic				1								1		2
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	<b>1</b>	<b>10</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>49</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?

Currently PS 370 offers ESL services in a Freestanding ESL program. We have 2 ESL certified teachers on staff, one of whom is teaching a self-contained ESL class at the High School level, and the second who is a Push-In/Pull-Out ESL teacher at the Elementary level. We have another full time ESL position to be filled in the very near future, to help us fully serve the growing number of ELLs in the additional sites that were recently opened. The administration is currently interviewing candidates to be hired for the 2011-2012 school year.

At the Elementary School level, most of instruction is delivered in a Push-In model, whenever possible, with Pull-Out services. We try to ensure consistency for our K-5 students (most of whom are in 1<sup>st</sup> and 2<sup>nd</sup> grade) and thus employ a Block class model (when a class stays together with their classroom teacher and the ESL teacher pushes in) whenever possible. All of our classes are heterogeneous and ungraded, where students of various ages and/or proficiency levels are grouped together. The ESL teacher works collaboratively with the classroom teacher during Push-In sessions by providing language support to ELLs while they are working on regular classroom tasks, and by collaborative teaching of the whole class. When students are pulled out of class for ESL instruction, they usually join students from another class and work in small groups on language focused projects or tasks that are closely aligned with their regular classroom curriculum. If/when time permits individual students who require extra support can receive one-on-one ESL instruction in a Pull-Out model.

At the main building, 6 of our High School ELL students are placed in a self-contained ESL class headed by an ESL certified classroom teacher. These students are thus receiving continuous ESL support in all of their content area and ELA as curriculum/units of study are delivered by the ESL teacher using ESL methodologies (TPR, Language Experience Approach, Graphic Organizers, text adaptation, etc.) Our one entitled ELL student in the 8<sup>th</sup> grade receives services from our high school ESL teacher through a pull-out model. He receives content area support during this time by working on scaffolded, language-rich tasks closely aligned with his regular class content material.

PS 370 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes as ESL teacher's push-in/pull out blocks with each student entitled to services. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Intermediate or Beginner level receive at least 360 minutes per week of ESL services, mostly as push-in instruction, and those at the Advanced level receive at least 180 minutes of ESL services and 180 minutes of ELA instruction per week. At the high school level, Beginner ELLs receive at least 540 minutes of ESL per week, Intermediate ELLs receive at least 360 minutes of ESL per week, and Advanced ELLs receive at least 180 minutes of ESL and 180 minutes of ELA instruction per week. Our High School level ELLs who are in the self-contained ESL class led by an ESL certified pedagogue are receiving continuous ESL support, every day,

## A. Programming and Scheduling Information

throughout the entire day, well over the mandated amount of minutes per week.

To enrich language development and make content comprehensible, the ESL teachers collaborate not only with classroom teachers, but other cluster teachers, as well as all service providers. PS 370 schedules common prep periods in order for the ESL teachers and other staff to have planning time together and be able to coordinate their instruction (plan lessons, create materials, plan assessments, evaluate lessons,) so that language acquisition will be fostered. The ESL teacher also communicates regularly with all other teachers and related service providers at regularly scheduled team meetings and through e-mail and to ensure collaboration on building and implementing effective ELL-appropriate teaching strategies, materials and curriculum among the entire school team. Our 12:1:1 teachers integrate research based ESL strategies into content areas, while our students in our 6:1:1 focus on communication needs, following directions, life skills, matching and sequencing. The ESL teacher and classroom teachers of ELL students use Total Physical Response, modeling, multi-sensory approaches, scaffolding techniques such as picture and native language supports, graphic organizers, semantic webs, KWL charts, as well as various appropriate assistive technology such as augmentative communication devices to foster and aid oral language development. Math is studied and made accessible using visuals and manipulatives to teach basic skills such as counting, addition, subtraction, division, multiplication, etc. Explicit ELA includes the workshop model for Balanced Literacy modified by using symbols and augmentative communication devices. The ESL teacher uses interactive technology such as Literacy and Numeracy building websites (Starfall.com, Funbrain.com, etc) to foster student engagement and comprehension of ELA and Math content. Other content support includes such materials as the Santillana Intensive English Program and a classroom library that supports literacy for ELLs.

All newcomer Beginner ELLs and SIFE students are provided with small group instruction allowing for the personal attention they need to become integrated into the system and school community. The SIFE students are provided with ESL instruction with Native Language support in the form of dictionaries, and other grade appropriate books that incorporate their native language into the text. Newcomers are provided with descriptive labels throughout the classroom and school environment such as native language words on rooms like “bathroom” “computers” “cafeteria” and “library.” They are also provided with picture dictionaries and books written in both languages. Daily schedules are provided to students with both English and native language words as well as pictures. Students are also given opportunities to listen and view “living books” on the computer. The use of various native language educational websites focused on building literacy are incorporated into the curriculum.

For all students, including those receiving services for 4-6 years, the program focuses on short-term and long-term goals. The short-term goals focus on improvements that can be made within a single lesson or week’s worth of lessons, including learning and using new vocabulary words and improving their ability to follow directions. These individual skills are geared towards accomplishing the long-term goals, which include improved ability to express needs and desires, increased social interaction, and increased ability to be independent. Goals are adapted to the learner, where students with alternate assessment will be given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. Lessons take advantage of all technology available, namely computers running programs geared for either 6:1:1 or 12:1:1 populations, Mayer Johnson symbols, communication devices, and classroom libraries. The program utilizes materials developed by the Santillana Intensive English Program, Trophies, Everyday Math, Weather Bug, Total Physical Response (TPR), and various scaffolding techniques.

Our long term ELL students will continue to be supported through the communication and technology components of their educational program. They will continue receiving ESL services until English proficiency is achieved as determined by tests results.

As all of our students have special needs, instruction of the ESL teacher as well as classroom teachers is centered on individual student abilities and goals mandated by their IEP. The teachers of ELLs infuse ESL strategies into their instruction (scaffolding, visual and native language supports, total physical response, natural approach). ELL teachers integrate the school theme and content areas with ESL standards and modify reading material (stories) and classroom libraries. The ESL teacher and classroom teachers work collaboratively to create and implement IEP goals for our ELL students. TEACCH (Training and Education of Autistic and Related Communication Handicapped Children), and Applied Behavioral Analysis (ABA) principles are incorporated as well. Listening, reading, speaking and writing skills are an instructional priority with the ESL teacher.

In response to the State citation, all of our ELL students receive ESL services as per their IEPs.

### Courses Taught in Languages Other than English

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

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

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

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

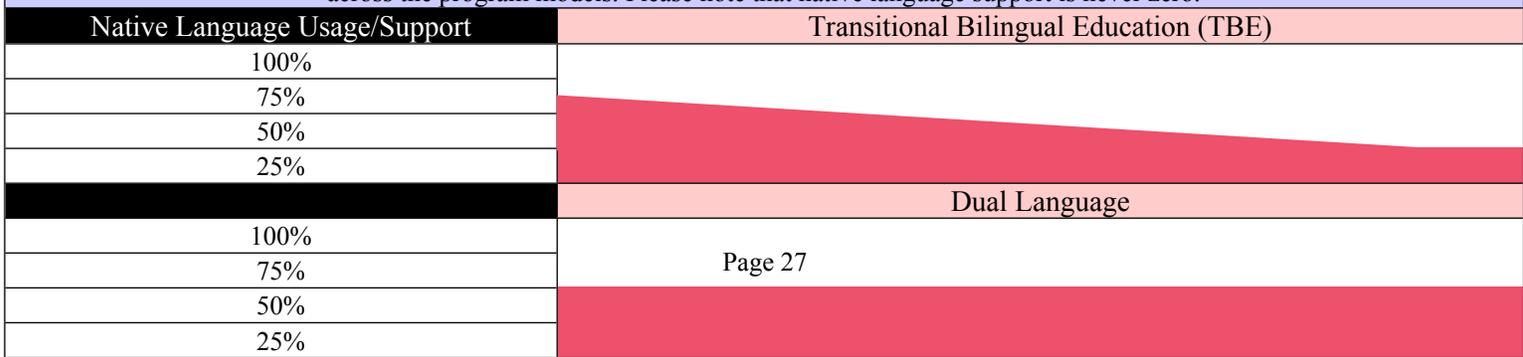
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



## 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?

As the program is an ESL program, all instruction is conducted in English. Lessons are aligned with the New York State ESL and Native Language Arts Standards as required under New York State regulation CR Part 154; the goal being English language proficiency in speaking, listening, reading and writing. Literacy programs that are utilized in our program include Trophies, Bridges to Literature, and Language of Literature. All of the programs are taught through the balanced literacy (To, With, By) model. Reading Interventions provided are Foundations, Wilsons, and SMILE programs. Our math programs are Every Day Math and Integrated Algebra. Science and Social Studies are taught through a project approach with hands on activities. ESL strategies are implemented through the entire curriculum.

Students who no longer require Bilingual or ESL services according to their proficiency on their NYSESLAT exam will be supported for up to two years with ESL / AIS services.

As an improvement to our ELL programming this year we have another full time ESL position open to help us fully serve our ELL population across all sites. The principal is currently interviewing candidates to be hired for the 2011-2012 school year. We are also increasing the frequency of our professional development for the ESL teachers and paras involved in our Title III after school program. Instead of meeting twice as we did last year, we will meet 6 times for a book study PD series related to serving ELLs with special needs.

We are not discontinuing any ELL programs or services this year.

Extracurricular programs that are afforded to our students include: school performance, class trips to museums, stores and the Laundromat. ELLs are included in all aspects of the activities to practice language for daily living. Our ELL students receive support services from speech therapy, physical therapy, occupational therapy and counseling. ELL students are also included in services to enrich the curriculum that are supported by Project Arts and VTEA funding to provide job skill training.

We have a weekly Title III after school program for ELLs held at our main site and run by our ESL teacher Ivana Ludvik. Participation is voluntary and is open to all ELLs in the building and the mandated IEP ratio of instruction is preserved.

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## E. Parental Involvement

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

Our school actively encourages the parents of all students to be involved. Parents are communicated with on a nearly daily basis to inform them of their child's progress. Parents are encouraged to attend parent teacher conferences, but also to come for the performances, dances, holiday celebrations and step-up ceremonies in which their children perform or are otherwise involved. Parents are routinely informed of ESL and Bilingual conferences that they can attend. Our ELL parents are very active and participate in numerous activities throughout the school year. All communications are also provided to the families in their native language either through written or oral translations. Our school partners with Mercy Drive for all parents – they provide services for translations and support for families that are in need ELL services.

Our school holds regular Parent Association Meetings to discuss issues pertinent to all students, including ELLs. During these meetings the ESL teacher and parent coordinator (with the help of translators if necessary) work with the parents of ELLs to help them get connected to appropriate services and community resources, and provide relevant information to help them navigate the social service system.

The ESL teacher in collaboration with the Parent Coordinator and other teachers and related service providers has created two yearly parent workshops entitled: Help your Child Build Language, Communication, Literacy, and Social Interaction Skills at Home. These workshops talk about specific strategies that parents can use at home to help their children with Autism and/or other Developmental Disorders develop language, communication, and literacy skills. Parents are provided with printed materials in their native language as well as English, and Native language interpreters are made available during the oral presentation and discussion.

In addition, the ESL teacher has organized and coordinates a Staff/Parent Resource Library with books and video resources in various languages focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

We utilize surveys and parent evaluation feedback forms that are translated in the family's native language. Through the use of the above surveys and feedback forms we schedule additional supports and workshops to address the needs the families inform us of.

Based on parent feedback on these surveys, during parent/teacher conferences and daily written, phone, and face-to-face communication with the families of our students, we see that many of them want to know more about what they can do at home to help their children develop appropriate social, communicative, and academic skills. We base the development of our parent programs, such as the Parent workshop and the Parent/Staff Resource Library, on this feedback and demand.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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The ESL teachers as well as other staff members who work with ELLs, such as classroom teachers, related service providers, and paraprofessionals attend and will continue to attend PDs relevant to serving our ELLs. These include ELL district/citywide PD sessions (for ESL teachers and ELL compliance Liaisons), and other relevant trainings geared toward improving English language skills in District 75 populations. Among PD topics are: Back to Basics Balanced Literacy Practicum for New Teachers, provided by the District 75 Literacy division, Structured Teaching Pre K/Elementary, provided by the District 75 Autism division, Using Partner Augmented Input, Boardmaker, and Adapted Learning Educational Resources, provided by Mayer Johnson, ELL Curriculum Planning (provided by District 75 ELL division, New Teacher Support series, etc. During our school PD days and monthly whole team staff meetings teachers attending the District workshops will turn-key relevant information to all staff members. Teachers will meet monthly to discuss teaching concepts and ideas presented as well as how they are implementing these strategies in their classrooms.

In addition, the ESL teacher has organized a Staff/Parent Resource Library with books and video resources focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

To provide support to new staff working with transitioning ELLs the ESL teacher will meet with the ELL's new teachers to discuss that student's particular strengths and needs, and plan specific language-targeting approaches that will be incorporated in the new classroom. Teachers receiving transitioning ELLs in their classrooms will have continuing access to previously used strategies and materials and ongoing communication with previous teachers to support the students in their transition.

All staff members will be sent for ELL training provided by the district office to obtain a minimum of 10 hours, as per Jose P. Upon completion of the Jose P. training each employee receives a certificate which is filed in their personal folders. The administration and the ELL Compliance Liaison (Olga Maryamchik) maintain an updated list of all staff members who have either completed or are working on completed their hours requirement. This list is update every year and is submitted to the ELL Department along with other ELL documentation.

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In addition, the ESL teacher has organized and coordinates a Staff/Parent Resource Library with books and video resources in various languages focused on helping children with special needs develop language and communication skills. The materials from this library are made available to all staff and families of our students as additional education and professional development tools.

We utilize surveys and parent evaluation feedback forms that are translated in the family's native language. Through the use of the above surveys and feedback forms we schedule additional supports and workshops to address the needs the families inform us of.

Based on parent feedback on these surveys, during parent/teacher conferences and daily written, phone, and face-to-face communication with the families of our students, we see that many of them want to know more about what they can do at home to help their children develop appropriate social, communicative, and academic skills. We base the development of our parent programs, such as the Parent workshop and the Parent/Staff Resource Library, on this feedback and demand.

## 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	8	11	2	1				2	2	6	4	1	38

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

**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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	5		4	
NYSAA Mathematics	5		5	
NYSAA Social Studies	3		3	
NYSAA Science	4		3	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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: 370</b>		<b>School DBN: 75K370</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Goldberg	Principal		10/11/11
Mickaelle Lebrun	Assistant Principal		10/11/11
Wilson Vincent	Parent Coordinator		10/11/11
Olga Maryamchik	ESL Teacher		10/11/11
	Parent		
Jeanne O'Rourke - speech	Teacher/Subject Area		10/11/11
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Hope Smith	Other <u>Assistant Principal</u>		10/11/11
Grace Chen	Other <u>Psychologist</u>		10/11/11
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75K370 School Name: Jim Thorpe

Cluster: \_\_\_\_\_ Network: #2

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

### **Part A: Needs Assessment Findings**

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

PS 370 collects information about the parents preferred language of written and oral communication with the school upon enrollment using the HLIS, and informal interview with the families, and if needed, the Parents Preferred Language Form, translated into all most common available languages. The information is then entered into ATS and on the students' Emergency Cards by our School Secretaries and/or Parent Coordinator. All parents have been surveyed either in person or through a verbal phone conversation by classroom teachers and paraprofessionals serving as interpreters. The survey results are kept in a database by our parent coordinator and updated annually.

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

The results of the Preferred Language Survey indicate a need for translation and interpretation, mostly in Spanish and Chinese. We currently have 36 Spanish speaking parents, and 27 Chinese speakers (including 20 Chinese (any), 5 Cantonese and 2 Mandarin). We also have 3 Russian speaking parents, 3 Urdu speakers, 2 Arabic speakers, 1 Haitian Creole speaker, and 1 Bengali speaker among our parent population. All of the parent languages are covered by the bilingual staff in our school.

The ATS Adult Preferred Language Report (RAPL) is regularly updated and distributed to all staff for reference when communicating with parents throughout the year. Our parent coordinator makes sure that all necessary written translations and oral interpretations are made readily available for school meetings and written communication.

## Part B: Strategies and Activities

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

Upon enrollment, along with all other required documentation we have provided all parents with a translated Bill of Parents Rights and Responsibilities. Translation services availability signs are posted throughout the building and the translation office telephone number is posted at our security desk, main office, and parent coordinator's office.

In many cases standard school letters and notifications to parents in various languages are issued by the District Office (and are available on the DOE website) and are distributed to our parents by the school. For other documentation that becomes necessary throughout the year our staff members fluent in the family's native language (including Spanish, Chinese, Russian, Urdu, Bengali, French, Polish, Haitian Creole, Arabic, Pilipino and others) provide written translation when possible, parent volunteers are contacted for translation assistance, or otherwise the DOE Translation Unit is used. To ensure that documents are translated and made available in a timely manner clear deadlines are given by administration whenever translation services are requested, with at least one-two weeks available between the time of the request and the deadline specified.

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.

When oral interpretation is required, it is provided by our bilingual staff. Our parent coordinator who actually speaks Spanish is involved with all of our parents and if there is a need for written or verbal communication he conducts the translation and interpretation. Also, several of our paraprofessionals are fluent in Spanish. Parents that require Chinese – One of our teachers and two paraprofessionals that are fluent in Chinese assist with written and oral translations. For Russian, several of our teachers, including our ESL teacher and 2 paraprofessionals are fluent Russian speakers and assists with the translation and interpretation needs of the Russian families. For Arabic, Urdu and Bengali translation requirements – the students' one to one paraprofessionals support the school with this service. Other languages represented among our staff are French, Polish, Haitian Creole, Pilipino. If the needed language is not represented among our staff, we rely on parent volunteers, or the Translation and Interpretation Unit of the DOE.

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>.

Appropriate signs about the availability of translation and interpretation services , including a translated Bill of Rights, are posted In the school main office, the building security desk, and other public locations throughout the building. Notifications of available translation and interpretation are also made available for parents whenever written documentation is distributed. Our parent coordinator is fully trained and knowledgeable about the use of appropriate DOE translation and interpretation resources. Parents are informed in English and their respective native languages regarding any matter relating to their children's education in a timely manner either by mail or, if need be, hand delivered. In addition we provide translators, if requested, for all parent workshops, PTA meetings and annual curriculum night.

## 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: 370	DBN: 75K370
Cluster Leader: Gary Hecht	Network Leader: Stephanie McCaskill
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 6 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

## 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: Direct Student Instruction:

This is the second year that 370K received Title III funding and will be running a Title III program. We decided to continue supporting our high school ELLs who are still performing lower than native English speaking peers on state tests, such as the NYSAA. We feel that these students benefit from additional focused, language-rich activities that supplement their daily school program. Students at the high school level are expected to have a broader vocabulary base and more advanced reading and writing skills than the students in elementary school in order to keep up with class material and perform well on assessments. Furthermore, as we know from child development research, it is easier for younger children to absorb new knowledge and learn new skills, when they start in the right educational setting early on. The students who come to us later in their educational career, and who may not have had the necessary support early on, are especially in need of the extra support and supplemental language-focused instruction provided by the after school program.

Two state certified ESL teachers will be involved in the Title III program. Our elementary ESL teacher, Olga Maryamchik, will be responsible for the parent component and will conduct the parent workshops. Our certified high school ESL teacher, Ivana Ludvik, with the help of 2 paraprofessionals (for additional native language support as explained below) will run a once a week 2-hour after school program from 3:05pm until 5:05pm for 6 high school ELLs (6:1:1 ratio) who are performing below grade level in reading and all content areas. The program will run on Tuesdays every week (except for holidays and half-days) starting on November 29, 2011 and ending on June 26th, 2012, for a total of 26 sessions. The program will run on the following dates:

11/29/11, 12/5/11, 12/13/11, 12/20/11, 1/3/12, 1/10/12, 1/17/12, 1/24/12, 1/31/12, 2/7/12, 2/14/12, 2/28/12, 3/6/12, 3/13/12, 3/27/12, 4/3/12, 4/17/12, 4/24/12, 5/1/12, 5/8/12, 5/15/12, 5/22/12, 5/29/12, 6/12/12, 6/19/12, 6/26/12.

All of the students have a diagnosis of Autism and are in Alternate Assessment. Their languages include Cantonese, Mandarin, Arabic, and Spanish. Due to the need for continuing native language support all content areas and school programs 2 paraprofessionals fluent in Cantonese and Spanish, will work in the afterschool program. The student selection will be on a first-come first-serve basis, keeping in mind the mandated student-to-staff ratio for these students being 6-1-1, with the selection criteria being ELL status, and performance below grade level in reading and writing in English. The program will also address areas of speaking and listening and appropriate social and communicative skills development.

In addition to the above mentioned staff, because our Title III program will take place after school, an administrator is needed and will be present to ensure that all compliance and instructional

## Part B: Direct Instruction Supplemental Program Information

requirements are met. While the administrator's regular school day hours are 7:30am to 3:30 pm, an additional 1.5 hours (from 3:35pm until 5:05pm) each week will be covered by Title III funding.

Also, an administrative assistant will dedicate 10 hours to payroll, purchasing, and receipt acknowledgement for the entire Title III program this year.

The focus of the program is integrating technology into language learning. We will use ESOL OpenBook interactive language learning software with active teacher participation to enhance the receptive and expressive language skills of the students. Higher functioning students will also be instructed in basic keyboarding skills. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. Students with disabilities are also receptive to learning experiences that involve the computer, and an increased motivation leads to increased language use, and result in improved proficiency and higher standards in content area learning. Computer-assisted Language Learning (CALL) has been used for language teaching since the 1960's. Research (Blake, 1987; Chun & Brandl 1992; Egbert & Petrie, 2003) and practice suggest that the use of technology in the classroom is effective if used appropriately. Students' motivation is a key factor in this effectiveness, but there are other factors including the individualization of learning, the presentation of materials in a non-linear sequence, an access to a variety of authentic materials, immediate feedback and the fact that students are learning by doing things themselves.

This year we plan to purchase additional books, including bilingual books in the students' native languages to use as part of the program in order to promote the development of literacy skills in both the native language and English. As research shows, building a strong foundation in L1 is often the precursor to the emergence of more solid skills in L2 in ELLs. We hope that having more age appropriate, engaging reading materials in both languages, will motivate the students to read more, helping them to improve their native language and English proficiency, which will in turn increase their performance on state tests. The bilingual paraprofessionals who will work in the afterschool program will read with the students and guide their learning process in both languages.

In addition, the program will supplement the ELLs' daily living skills curriculum by providing an additional opportunity for these students to participate in community activities and socially interactive events in a language-focused supportive environment. Sensory integration techniques and materials will be used to motivate learning addressing the specific needs of these students on the Autistic spectrum. Activities will include community outings and social skills building games that develop appropriate language and communication skills.

Students are identified for this after-school program because they perform below grade level in reading and all content areas, and improving their English language skills will have a positive impact on their academic performance. This instructional program is aligned with state ESL, ELA and content area standards. The aim of the program is to enrich and reinforce instruction provided during the school day by helping students improve their literacy and comprehension skills, vocabulary, and overall language proficiency, achieve higher standards and succeed in the classroom. The ESL teacher with the help of the paraprofessional will differentiate instruction according to grade level, and needs of the students.

## Part B: Direct Instruction Supplemental Program Information

### Assessment

The assessment of student achievement is ongoing in this computer-assisted after school program. The interactive software used in this after-school program is excellent for giving immediate feedback both for self-assessment and for assessment of student achievement/progress by the teacher in all language skill areas, especially in reading and listening. Computer-assisted language learning programs also keep individual student records that the teacher can analyze at the end of the program to check student progress. The Open Book English software that the ESL Teacher is planning to use in this afterschool program has placement assessments, lesson quizzes, unit tests, and mastery of skills tests. In some cases, for example when students create an electronic book, the basis for assessment is the student work product.

Selection of materials is based on the following principles:

- Provide supplemental support for ELLs to develop language proficiency and succeed in the content areas.
- Provide enriching, engaging and motivating experience for English Language Learners and their parents.
- Demonstrate appreciation of the students' culture of origin, and use primary language as a resource by including culturally relevant books; bilingual books and dictionaries; and books in the primary languages.
- Ensure that ELLs can use these materials independently.
- Provide a welcoming, stress-free environment where ELLs can have a sense of belonging and ownership, and can develop a positive self-concept while improving language proficiency and content knowledge.
- Provide a variety of materials that are age-appropriate, appropriate for the cognitive development and language proficiency of the student and are of high-interest.

## 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:

This year we are starting a guided book study focusing on helping ELLs with special needs succeed in the public school educational system, including District 75. The participants of this PD will be the Assistant Principal, Hope Smith, who will be the provider by leading the book study workshop, and both ESL teachers and the 2 paraprofessionals who are involved in the after school program. We will meet once a

### Part C: Professional Development

month on Thursdays after school for one hour (3:05-4:05pm) to read and discuss the book "Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities" (4th Edition) by Jana J. Echevarria and Anne Graves. Topics to be covered include sheltered instruction, supporting ELLs with severe disabilities, literacy development in a second language, language and content integration, visual supports for ELLs.

We will pass relevant information from our meetings on to the other staff working with ELLs (including classroom and cluster teachers, related service providers, and paraprofessionals) in the form of monthly ELL support memorandums. We will meet monthly, one hour every session, for a total of 6 times, beginning in December, and ending in May. The PD will take place on the following dates: 12/15/11, 1/19/12, 2/16/12, 3/15/12, 4/19/12, 5/17/12.

The assistant principal's regular school hours are 7:30 - 3:30 so only .5 hours of the AP salary for each PD session that runs from 3:05pm to 4:05pm will be covered out of the Title III budget.

### Part D: Parental Engagement Activities

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

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

Begin description here:

The state certified ESL teacher who works in our elementary sites, Olga Maryamchik, will conduct 2 two-hour workshops from 6pm until 8 pm (January 26th 2012, May 24th 2012) with the parents of ELLs focusing on practical strategies parents can use at home to help their children with Autism and other developmental disorders develop effective communication and social interaction skills in English. Workshops will address best practices in ESL and various language building techniques targeting this population, made accessible for parents through a demonstration of concrete language-focused activities which can be done at home. Parents who need language assistance will be provided printed materials in the native language and at least two paraprofessionals who speak the parents' native language(s) will be present to assist with interpretation. (Interpretation funds will be allocated from the Translation and Interpretation money, thus the paraprofessionals' salaries are not included in the Title III budget.)

An administrator will be present to support the presentation, address any parents' administrative questions and concerns, and ensure that all compliance requirements are met.

### 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>	\$8928.38	<p>Direct Instruction Component:</p> <p>Per session for Certified ESL Teachers, paraprofessionals, supervisor, and secretary</p> <p>1 ESL teacher x 1 day per week x 2 hours per day x 26 weeks x \$49.89 = \$2594.28</p> <p>1 supervisor x 1 day per week x 1.5 hours per day x 26 weeks x \$52.21=\$2036.19</p> <p>2 paraprofessionals x 1 day per week x 2 hours per day x 26 weeks x \$28.98=\$3013.92</p> <p>1 secretary x 10 hours x \$30.74 per hour (to manage payroll and materials purchases) = \$307.40</p> <p><math>\\$2594.28 + \\$2036.19 + \\$3013.92 + \\$307.40 = \\$7951.79</math></p> <p>Professional Development Component:</p> <p>2 ESL teachers x 1 hour x 6 sessions x \$22.72 (for 6 sessions of 1 hour each of guided book study PD after school December through May) = \$272.64</p> <p>2 paraprofessionals x 1 hour x 6 sessions x \$28.98 (for 6 sessions of 1 hour each of guided book study PD after school December through May)= \$347.76</p> <p>1 supervisor x .5 hours x 6 sessions x \$52.21 (for 6 sessions of guided book study PD after school December through May)=\$156.63</p>

**Part E: Budget**

		$\$272.64 + \$347.76 + \$156.63 = \$777.03$  Parental Involvement:  1 ESL teacher x 2 hours per workshop x 2 workshops (January, May) x \$49.89 = \$199.56  \$199.56
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$0	\$0
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>	\$2196.32	Books for guided book study PD  Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities by Jana J. Echevarria and Anne Graves.  $\$32.08$ (per book) x 5 participants = \$160.40  Supplies for after school program  Age-appropriate, ELL-friendly books:  $\$20$ (per book) x 84 books = \$1680.00  classroom supplies:  $\$128.04$ copy paper (2 boxes x \$64.02 each) $\$50.10$ activity sentence strips, (6 packs x \$8.35 each) $\$25.88$ index cards, (2 packs of \$12.94 each) $\$100.40$ Expo Washable Dry Erase Markers -

**Part E: Budget**

		Assorted Colors- Fine - 24pk, (4 packs x \$25.10 each) \$51.50 School Smart Dry Erase Boards With Black Frame - 11 X 17 - White, (10 x \$5.15 each)  $\$160.40 + \$1680 + \$128.04 + \$50.10 + \$25.88 + \$100.40 + \$51.50 = 2196.32$
Educational Software (Object Code 199)	\$0	\$0
Travel	\$0	\$0
Other	\$75.30	\$75.30 refreshments for parents
<b>TOTAL</b>	<b>\$11200</b>	<b>\$11200</b>