



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE MAGNET SCHOOL OF GLOBAL COMMUNICATION THROUGH JOURNALISM AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K506

PRINCIPAL: LISA SARNICOLA EMAIL: LSARNIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

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
Lisa Sarnicola	*Principal or Designee	
Lulinda Grinaway	*UFT Chapter Leader or Designee	
Jane de Camilo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maria Grajales	Member/Staff	
Mariella Cotrona Galanti	Member/Staff	
Nancy Bongiovanni	Member/Staff	
Graciela Alvarez	Member/Parent	
Dajon Xing	Member/Parent	
Joan Xuereb	Member/Parent	
Nisrine Talabani	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, the percentage of students performing at proficiency or above in ELA will increase 5% as measured by the 2012 NYS ELA assessment inclusive of SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander students.

Comprehensive needs assessment

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

After careful analysis of our school's New York City Progress Report, it was determined that students' performance on the ELA exam was not adequate. We received a D in this section on the Progress Report obtaining only 5.1 out of 25 possible points. Only 33% of the students scored at a level 3 or 4. Also, on the School Accountability report, PS 506 made AYP in only 1 out of 6 subgroups. We did not make AYP in the section "All Students". This caused us to become a SINI Comprehensive school. As a result, we believe this is a major priority for the 2011-2012 school year.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be given on the following topics; TC writing, TC leadership groups, TC calendar days, TCIC, Journey's planning and implementation, differentiation, strategies for supporting various subgroups, use of student data to plan and set goals, DOK, questioning, CCLS, curriculum mapping (CLI), and development of ELA tasks to meet the citywide expectations in Pre-K through 5. We have 2 TC staff developers that come in to plan with and coach teachers across grades K-5 for a total of 19 days. We have 1 TCIC staff developer that comes in to work with teachers in CTT classrooms as well as self-contained classrooms to support our SWD subgroups. We also have 35 calendar days with TC which individual teachers attend (All information is then turn-keyed to the grade).

- Target Populations: All Teachers and selected teachers
- Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external), Data Specialist, Lead Teachers, and Classroom Teachers
- Implementation Timeline: September 2011 through June 2012

Activity # 2

- Additional Support Services: Afterschool programs and AIS will be offered to students falling in the above mentioned sub-groups. Instruction will be provided to students based on need. Teachers will analyze data to look at areas of need and develop instructional plans. Students who are at-risk, attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based upon data analysis. After school programs will include a Title III ESL program, an afterschool ELA program (contingent upon funding), and Core Inquiry Team. Our Magnet Resource Specialist also targets students scoring in the high 2 and 3 range in order to increase student performance to meet and exceed grade level standards. Lastly, we have a teacher come in to implement Achieve 3000 with upper grade students.
- Target Populations: Various students in the following sub-groups; SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander.
- Responsible Staff Members: Teachers, AIS Teachers, Supervising APs, and Data Specialist, Inquiry Team Members, Inquiry Team Leaders, Magnet Resource Specialist, Achieve 3000 Teacher
- Implementation Timeline: AIS Services September 2011 through June 2012, Afterschool Programs December 2011 through May 2011, Inquiry December 2011 through June 2012

Activity # 3

- New ELA Program: The Journey's curriculum was purchased for all classrooms from K-5 in order to align our curriculum in ELA to the CCLS. PD will be provided to all teachers on the planning and implementation of the program. Labsites will be created on each grade. Intervisitations to labsites will be conducted and debriefing sessions will take place. Teachers will successfully implement and differentiate the program based on class needs.
- Target Populations: All Teachers in K through 5 and out-of-classroom personnel
- Responsible Staff Members: Teachers, AIS teachers, Administration, Staff Developers (internal and external), Lab-site Teachers
- Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level in literacy.
- ELL teachers, ELA teachers, and administration will host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our

school.

- Parents will be trained on how to use ARIS Parent Link.
- Parent Coordinator will host various workshops.
- The school has purchased Global Connect to communicate with parents in native languages about upcoming workshops. Materials are also distributed in native language.
- The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.

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.
 - The secretary will work closely with our Network HR point person to ensure that non-HQT meet all required documentation and assessment guidelines.
 - Mentors are assigned to support struggling and non-HQT.

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.
 - Our partnership with Even Start Family Literacy provide intensive family literacy services that involve parents and children (Primarily birth through age 7) in a cooperative effort to help parents become full partners in the education of their children and assist children in reaching their full potential as learners. Even Start Family Literacy Partnerships help break the cycle of poverty and illiteracy by improving the educational opportunities of families most in need in terms of poverty and illiteracy. The partnerships are implemented through cooperative projects that build on existing community resources to create a new range of services for low income families. Some of the their goals are: to help parents improve their literacy or basic educational skills; to help parents become full partners in educating their children; and to assist children in reaching their full potential as learners.
 - P.S. 506 has an affiliation with Center for Family Life (CFL), which provides afterschool services for students 5 days a week as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED programs.

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.
 - TC- cost \$26,850 – Title I SWP (10% PD setaside)
 - TCIC – cost \$20,000 – Title I SWP (10% PD setaside)

- Journeys – PD – cost \$5,800 – Title I SWP (10% PD setaside) Books – NYSTL textbook
- Inquiry- ARRA RTTT Citywide Instructional Expectations
- Data Specialist – ARRA RTTT Data Specialist
- Title III – Title III LEP & Title III Immigrant
- ELA Afterschool Program – Title I SWP
- Journey’s Curriculum – NYSTL textbook
- PD Sub Coverage – Title I SWP
- Achieve 3000- Title I SWP

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, there will be a 5% increase of students performing at or above proficiency in mathematics for the following subgroups (SWDs and ELLs) as measured by the 2012 NYS math assessment.

Comprehensive needs assessment

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

After careful analysis of our school’s New York City Progress Report, it was determined that students’ performance on the 2011 mathematics exam was not adequate. We received a D in this section on the Progress Report obtaining only 5.1 out of 25 possible points. Only 49% of the students scored at a level 3 or 4. Also, on the School Accountability report, PS 506 did not make AYP in these two subgroups. As a result, we believe this is a priority for the 2011-2012 school year.

Instructional strategies/activities

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

Activity #1

- Professional Development: PD will be given throughout the year. PD will include, Lucy West (Identifying Worthy Mathematical tasks that will provide opportunities and reveal students' understanding of "big ideas" in mathematics) and Math for All professional development provided by our network, task development to meet the citywide expectations (Pre-K through 5), CCLS in mathematics, best practice of following the problem solving plan which is an extension from the prior year's Inquiry work, data analysis, DOK, and questioning in mathematics. Intervisitation will also be conducted in order to highlight best practices.
- Target Populations: Selected teachers for external PD and all teachers for in-house PD
- Responsible Staff Members: Assistant Principals for math, ELLs and SWDs, Staff Developers (internal and external), Data Specialist, and Lead Teachers, Inquiry Leaders
- Implementation Timeline: September 2011 through June 2012

Activity # 2

- Additional Support Services: An afterschool program will be offered to students falling in the above mentioned sub-groups. Instruction will be provided to students based on need. Teachers will analyze data to look at areas of need and develop instructional plans. After school programs will include a Saturday Academy. Our Magnet Resource Specialist and math teacher work with students at proficiency level in order to challenge and advance them to reach higher levels of proficiency.
- Target Populations: Various students in the following sub-groups; SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander.
- Responsible Staff Members: Teachers, AIS teachers, Magnet Resource Specialist, Supervising APs, and Data Specialist
- Implementation Timeline: AIS services September 2011 through June 2012 After school Programs January 2012 through April 2012

Activity # 3

- Problem of the Week and Monthly Exemplars: Students in grades 3-5 will be exposed to DOK level 3 or higher problems on a weekly basis using the math plan that was developed last year through Inquiry. Problems will be scored based upon a rubric. All students in K-5 will be expected to solve exemplars in math. The students again will utilize the math plan and rubric to monitor their success. Student work will be analyzed, results will be collected, and decisions will be made based on the data presented.
- Target Populations: All students in K-5- Math Exemplars Students in grades 3-5- Problem of the Week
- Responsible Staff Members: Teachers, AIS Teachers, Administration, and Magnet Resource Specialist
- Implementation Timeline: November 2011 through June 2012

Strategies to increase parental involvement

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

- Provide materials and training to help parents work with their children to improve their achievement level in math.
- The administration will host math workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in our school.
- Parents will be trained on how to use ARIS Parent Link.
- Parent Coordinator will host various workshops.
- The school has purchased Global Connect to communicate with parents in their native language about upcoming workshops. Materials are also distributed in native language.

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.
 - The secretary will work closely with our Network HR point person to ensure that non-HQT meet all required documentation and assessment guidelines.
 - Mentors are assigned to support struggling and non-HQT.

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.
 - Our partnership with Even Start Family Literacy provide intensive family literacy services that involve parents and children (Primarily birth through age 7) in a cooperative effort to help parents become full partners in the education of their children and assist children in reaching their full potential as learners. Even Start Family Literacy Partnerships help break the cycle of poverty and illiteracy by improving the educational opportunities of families most in need in terms of poverty and illiteracy. The partnerships are implemented through cooperative projects that build on existing community resources to create a new range of services for low income families. Some of the their goals are: to help parents improve their literacy or basic educational skills; to help parents become full partners in educating their children; and to assist children in reaching their full potential as learners.
 - P.S. 506 has an affiliation with Center for Family Life (CFL), which provides afterschool services for students 5 days a week as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED programs.

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.
 - Network Support - TL Children's First Network
 - Data Specialist – ARRA RTTT Data Specialist
 - PD Sub Coverage – Title I SWP

- Saturday Academy for math – Title I SWP
- Magnet Resource Specialist - FSF

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, we will have conducted multiple workshops with parents as well as built in ways to increase parent involvement within the school so that the percentage of students performing at proficiency or above will increase by 5% as measured by the 2012 NYS exams.

Comprehensive needs assessment

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

After careful analysis of our school’s New York City Progress Report, it was determined that students’ performance was not adequate. We received a D in this section on the Progress Report obtaining only 5.1 out of 25 possible points. Only 33% of the students scored at a level 3 or 4 in ELA and 49% in mathematics. Also, on the School Accountability report, PS 506 made AYP in only 1 out of 6 subgroups for ELA and 4 out of 6 subgroups for mathematics. We did not make AYP in the section “All Students” in ELA. This caused us to become a SINI Comprehensive school. As a result, we believe that the line of communication between the parents and the school needs to be strengthened. If there is a partnership between the home and the school, student achievement will increase.

Instructional strategies/activities

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

Activity #1

- Global Connect: Global Connect was purchased in order to open up the line of communication and inform parents of meetings and upcoming events at PS 506. The phone calls will go out in English as well as the dominant languages spoken by parents.
- Target Populations: All parents

- Responsible Staff Members: Parent Coordinator and selected staff who act as interpreters.
- Implementation Timeline: November 2011 through June 2012

Activity # 2

- Parent Workshops: We will work to increase the number of workshops and opportunity for parents to visit the school. Some workshops that are planned include, Foundations, ARIS Parent Link, computer workshops for parents, test awareness, ESL workshops, preparing for Parent Teacher Conferences, CCLS, and meet and greets. We will also have study groups for parents on an on-going basis providing them with ways to assist their children. For all workshops translation will be available. Parents will be invited to become partners in reading by conducting read alouds and literacy activities with the students. Parents will also have the opportunity to be part of classroom publishing parties. Other opportunities will also be available (ex. Career Day, Parents as Tutors). The PTA will also hold PTA meeting monthly and host various workshops throughout the year.
- Target Populations: All parents
- Responsible Staff Members: Parent Coordinator, Administration, Teachers, SLT Members, PTA, and Outside Vendors
- Implementation Timeline: September 2011 through June 2012

Activity # 3

- Enhance the Parent Lending Library: The parent lending library will be enhanced to ensure that parents have a wide variety of choices to support reading at home. More informational texts will be purchased so that we can meet the CCLS demand.
- Target Populations: Parents of Pre-K through 5 students
- Responsible Staff Members: Parent Coordinator and Administration
- Implementation Timeline: September 2011 through June 2012

Activity # 4

- Correspondence between the school and home: Yellow communication folders and student planners will be utilized this year and purchased for the following school year in order to support the parent connection. Arts teachers will send home the “Home school connection” each month stating the various ways that parents can support each art unit of study. Kindergarten Progress Reports will go home so that parents know the level their child is performing on prior to the January report cards. DRA results with next steps/goals will go home after every benchmark. Math Unit Assessments with an analysis will go home at the end of each unit. Lastly, Science/Social Studies Progress Reports will be distributed at the end of each unit.
- Target Populations: Parents of Pre-K through 5 students
- Responsible Staff Members: Teachers, Administration, Magnet Resource Specialist, and Data Specialist
- Implementation Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level in all content areas.
- Provide 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.
- Share 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.

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.
- The secretary will work closely with our Network HR point person to ensure that non-HQT meet all required documentation and assessment guidelines.
- Mentors are assigned to support struggling and non-HQT.

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.
- Our partnership with Even Start Family Literacy provide intensive family literacy services that involve parents and children (Primarily birth through age 7) in a cooperative effort to help parents become full partners in the education of their children and assist children in reaching their full potential as learners. Even Start Family Literacy Partnerships help break the cycle of poverty and illiteracy by improving the educational opportunities of families most in need in terms of poverty and illiteracy. The partnerships are implemented through cooperative projects that build on existing community resources to create a new range of services for low income families. Some of their goals are: to help parents improve their literacy or basic educational skills; to help parents become full partners in educating their children; and to assist children in reaching their full potential as learners.
- P.S. 506 has an affiliation with Center for Family Life (CFL), which provides afterschool services for students 5 days a week as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED programs.

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.
 - Global Connect – FSF/Title I SWP
 - Parent Coordinator – TL Parent Coordinator & FSF
 - Interpretation \$271 – Per Session – TL Translation Services/ \$1,845 – paper, etc- TL Translation services/ Title I Translation SWP
 - Parent Involvement money (Workshops, Folders, planner) – Title I SWP (1% parent involvement setaside)
 - Lending Library Replenishment – Title I SWP (15 parent involvement setaside) /Title III LEP/ Title II Immigrant

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.

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.

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.

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.

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.

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

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.

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.

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.

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	50	21	N/A	N/A	4	As Needed	As Needed	As Needed
1	36	0	N/A	N/A	10	As Needed	As Needed	As Needed
2	40	0	N/A	N/A	17	As Needed	As Needed	As Needed
3	28	TBD	N/A	N/A	7	As Needed	As Needed	As Needed
4	48	18	0	0	10	As Needed	As Needed	As Needed
5	42	12	6	0	7	As Needed	As Needed	As Needed
6								
7								
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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>ELA</p>	<p><u>Grade K-</u> Students in K participate in the Foundations Program. These students are recommended by the teacher to receive additional support in reading. Students are pulled into small groups and are taught reading utilizing components of Balanced Literacy, Reading Recovery strategies and methodologies. Students receive this service during the school day. As the students increase their reading proficiency they are moved up to the next level in reading. The AIS reading teachers & the classroom teachers articulate throughout the year to discuss students' growth and next steps.</p> <p><u>Grade 1-</u> Students in Grade 1 receive literacy support in small group instruction during the school day. Students are recommended by the teacher to receive additional support in reading. Students in grade 1 are pulled into small groups and are taught reading utilizing components of Balanced Literacy, as well as Reading Recovery strategies and methodologies. Students meet every day for 30 minutes. As the students increase their reading proficiency they are moved up to the next level in reading. The AIS reading teachers & the classroom teachers articulate throughout the year to discuss students' growth and next steps. Students also participate in the Foundations Program. Selected groups are also utilizing components of Orton-Gillingham strategies and methodologies.</p> <p><u>Grade 2</u> — Students in Grade 2 receive literacy support in small group instruction during the school day. Students are recommended by the teacher to receive additional support in reading. Students in grade 2 are pulled into small groups and are taught reading utilizing components of Balanced Literacy and Reading Recovery strategies. Students meet every day for 30 minutes. As the students increase their reading proficiency they are moved up to the next level in reading. The AIS reading teachers & the classroom teachers articulate throughout the year to discuss students' growth and next steps. Selected groups are also utilizing components of Orton-Gillingham strategies and methodologies.</p>

Grade 3- Students meet every day for 30 minutes with a small group AIS reading teachers. The AIS reading teachers assess each student and provides skills and strategies instruction through leveled books and test sophistication materials. As the students increase their reading proficiency they are moved up to the next level in reading. The AIS reading teachers and the classroom teachers articulate throughout the year to discuss students' growth and next steps. The AIS reading teachers also utilize the Soar to Success Reading Program with selected groups. This program focuses on reading comprehension and fluency. Student progress is documented. Selected groups are also utilizing components of Orton-Gillingham strategies and methodologies.

Grade 4 - Students meet every day for 30 minutes with a small group AIS reading teachers. The AIS reading teachers assess each student and provides skills and strategies instruction through leveled books and test sophistication materials. As the students increase their reading proficiency they are moved up to the next level in reading. The AIS reading teachers and the classroom teachers articulate throughout the year to discuss students' growth and next steps. The AIS reading teachers also utilize the Soar to Success Reading Program with selected groups. This program focuses on reading comprehension and fluency. Student progress is documented. Selected groups are also utilizing components of Orton-Gillingham strategies and methodologies.

Grade 5 - Students meet every day for 30 minutes with a small group AIS reading teachers. The AIS reading teachers assess each student and provides skills and strategies instruction through leveled books and test sophistication materials. As the students increase their reading proficiency they are moved up to the next level in reading. The AIS reading teachers and the classroom teachers articulate throughout the year to discuss students' growth and next steps. The AIS readings teachers also utilize the Soar to Success Reading Program with selected groups. This program focuses on reading comprehension and fluency. Student progress is documented. Selected groups are also utilizing components of Orton-Gillingham strategies and methodologies.

37 ½ Minute Program – Students meet 3 mornings each week for small group intensive guided instruction in ELA.

Mathematics	<p>After analysis of data, Grades 3-5 students, identified as AT-Risk, will participate in small group instruction with an AIS teacher for 30 minutes every day. This instruction is aligned to the CCLS in Math and the Everyday Math Program. The AIS teacher and the students work on problem solving strategies. The AIS teacher critically analyzes their responses.</p> <p><u>37 ½ Minute Program</u> – Students meet 3 mornings each week for small group intensive guided instruction in Math.</p>
Science	<p><u>37 ½ Minute Program</u> – Students meet 3 mornings each week for small group intensive guided instruction in Science.</p>
Social Studies	<p><u>37 ½ Minute Program</u> – Students meet 3 mornings each week for small group intensive guided instruction in Social Studies.</p>
At-risk Services provided by the Guidance Counselor	<p>One-to-one and small group counseling, utilizing play therapy to address social, emotional, and behavioral needs is done on a daily basis for our at-risk students.</p>
At-risk Services provided by the School Psychologist	<p>The school Psychologist provides individual and group therapy to students as needed. In addition, the Psychologist collaborates with outside agencies to support families before and during the referral process.</p>
At-risk Services provided by the Social Worker	<p>Our school Social Worker works closely with students and their families in providing individualized and family support services. This is done on an at needs basis.</p>
At-risk Health-related Services	<p>N/A</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 20K506

School Name: **The Magnet School of Global Communications Through Journalism and Technology**

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

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

Category: Basic Focused Comprehensive

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

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

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

P.S. 506 fell into a SINI year one comprehensive because the school failed to make AYP in ELA for the ALL students group. Only 33% of our students made AYP as measured by the ELA exam. Also, we did not meet AYP in ELA for limited English proficient students two consecutive years on the State Accountability Measure which made us a SINI school.

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

The following interventions will be implemented to support achievement in ELA for all students with a focus on English Language Learners:

- Teachers in K-5 will be provided with 2 planning days in order to create and update ELA curriculum maps, using the Journey's curriculum and the Common Core Learning Standards. Scaffolds and supports will also be embedded in the curriculum in order to address our ELL subgroups as well as our other subgroups (All students). The planning days will occur mid-year and end-year. 35 teachers will be given this opportunity and the sessions will be done by grade.
- There will be a per session activity where one teacher on a grade has the opportunity to revise the curriculum maps with a facilitator trained in ELL methodologies.
- 1 Professional Development will be provided to selected classroom teachers on all grades on how to differentiate instruction for English Language Learners. This professional development will be given by an outside vendor.

Part B: For Title I SINI Schools Only

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

Title I funds have been scheduled for various Professional Development opportunities for all teachers.

Professional Development includes:

- ❖ In-house TC calendar days
- ❖ TCIC in-house
- ❖ Journeys staff developer planning days
- ❖ Planning days to align curriculum maps with the Common Core Learning Standards
- ❖ Release time for Network professional development

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

All teachers who require mentoring are given the mandated hours over the ten month period. Mentoring sessions are conducted at least twice a week and include planning, modeling, intervisitations and discussions of best practices. Support is given to teachers based on need.

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

A letter was sent home informing parents and/or guardians of the school's SINI status. The meeting will be held on Friday, December 9, 2011 at 9:00 a.m. The information will be shared through a detailed power-point, which will include graphics and a summary. During the meeting, translation will be made available through translation devices in native languages.

**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 CFN #409	District 20	Borough Brooklyn	School Number 506
School Name School of Journalism and Technology			

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

Principal Lisa Sarnicola	Assistant Principal Ellie Vargas / Maria Grajales
Coach NA	Coach NA
ESL Teacher L. Peralta / Y. Kravchik /	Guidance Counselor L. Cuervo / F. Lai
Teacher/Subject Area D. Garcia/ ESL	Parent Jane Decamillo
Teacher/Subject Area R. Castillo-Siegel / 4th Grade	Parent Coordinator Jessica Penate
Related Service Provider M. Gomez (Bil. School Phsysc.	Other type here
Network Leader Neal Opromalla	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	792	Total Number of ELLs	224	ELLs as share of total student population (%)	28.28%
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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. 

1a. The first step for the initial identification of those students who may possibly be English Language Learners (ELLs) begin at the time of enrollment. Parents are informally interviewed to determine if native, other than English, language support is needed. If support is needed in another language, an interpreter is provided immediately. In the case that an interpreter is not available who speaks the native language of the parents, a phone translation service will be utilized. The ESL support specialist, a licensed ESL teacher, meets with the parents and student to make an initial determination of the child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS), translated into nine languages, to determine LAB-R eligibility. Parents are provided with the HLIS in their native language, and if that language is not available an interpreter is offered and provided. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, in our case the ESL support specialist. This survey lets school staff know what language parents use in their home. If the HLIS indicates that the child uses a language other than English, he or she is given an informal interview in the native language and English by the ESL Support Specialist and a translator if necessary. If the student speaks a language other than English and speaks little or no English than the English proficiency test called the Language Assessment Battery-Revised (LAB-R) is administered. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.)

If the student's home language is only English, the student is not an English Language Learner and enters a general education program. If the home language is other than English or the student's native language is other than English, an informal student interview is conducted in both English and the child's native language to determine language dominance.

The ESL support specialist conducts all informal interviews in English and Spanish. Translators assist the support specialist in conducting informal interviews in languages other than Spanish. If the student does not speak any language other than English, the student is not Limited English Proficient (LEP).

If the student speaks a language other than English and speaks little or no English, a licensed ESL teacher administers the initial formal assessment, the Language Assessment Battery-Revised (LAB-R), within ten days of enrollment, to establish the students' English proficiency level following all testing guidelines.

Students who score proficient on the LAB-R enter a general education program. Students who score at beginning, intermediate, or advanced levels are identified as Limited English Proficient (LEP) and eligible to receive English language development support services.

Students who speak Spanish at home and score below proficiency levels on the English LAB-R are administered the Spanish LAB by a licensed pedagogue in order to determine Spanish language proficiency. The Spanish LAB is administered within ten days of enrollment immediately after the student scores below proficiency on the English LAB-R.

Entitlement Letters are sent home to parents of newly arrived ELLs to the NYC school system.

1b. Luz Peralta, the ESL Support Specialist and licensed ESL pedagogue, administers the HLIS to the parents during the intake process. She speaks Spanish and English. If the parents speak languages other than Spanish and English, an interpreter is utilized to assist Ms. Luz Peralta. Fanna Lai, Guidance Counselor, Tara Lai, Paraprofessional, and Siu Chia, Paraprofessional, assist in Chinese (Cantonese and Mandarin) translations. Munera Fattah, a licensed pedagogue, assists in Arabic translations.

Luz Peralta (ESL Support Specialist), Daysi Garcia and Yulya Kravchick (licensed ESL pedagogues), administer the LAB-R to the necessary students. Daysi Garcia speaks Spanish and English. Luz Peralta and Daysi Garcia both administer the Spanish LAB.

Luz Peralta conducts the informal oral interview.

1c. The NYSESLAT is administered annually to all LEP students in grades K-5. Each student's performance on this test is the basis for determining whether the student continues to be LEP. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Language proficiency levels then determine the required amount of instruction. Licensed, trained pedagogues administer the NYSESLAT.

The LAB-R, NYSESLAT Exam History Report (RLAT) and the NYSESLAT Combined Modality Report (RNMR) are used to determine NYSESLAT eligibility. At the beginning of the school year, the ESL Support Specialist and the licensed ESL out of classroom pedagogues examine the RLAT and RNMR to determine which students still qualify to receive English language support services. If a student scores at a proficient level on the annual NYSESLAT, the student is no longer considered LEP and is not entitled to receive English language support services. If a student scores at a beginner, intermediate, or advanced level, they are still considered LEP and are entitled to receive services. After the scores are examined, the ESL Support Specialist distributes Continued Entitlement Service letters to parents of students who did not score proficient on the NYSESLAT; this informs the parent that their child still continues to be an ELL. Nonentitlement letters are provided to parents whose students scored proficient on the NYSESLAT. Newly enrolled students who did not test out of the LAB-R are also eligible to take the NYSESLAT.

The ESL Support Specialist compiles, keeps, and updates a list of students who are required to take the NYSESLAT based on the ATS reports described above.

During the designated NYSESLAT testing open window, the ESL Support Specialist (Luz Peralta) and the testing administrator (Elibelk Vargas) work together to ensure that all four components of the NYSESLAT are administered. The ESL Support Specialist is also the NYSESLAT testing coordinator. She is in charge of training all staff participating in the administration of the NYSESLAT. The speaking component is administered first. Licensed pedagogues are each assigned a list of students to administer the speaking component of the NYSESLAT. The pedagogues are first trained by the ESL Support Specialist using the New York State NYSESLAT training materials. All testing materials are stored daily in the secured designated testing closet. The ESL Support Specialist ensures that every eligible student is given the speaking component in the required timeframe.

Administration examines the open testing window for the listening, reading, and writing components of the NYSESLAT and select specific dates to administer each component. All teachers involved in administering the NYSESLAT are trained by Luz Peralta, the ESL Support Specialist, using the New York State NYSESLAT training materials. The listening component is administered first, followed by the reading, and lastly the writing. All tests are stored in the designated secured testing closet. Students absent on the designated testing dates, are administered the missing components immediately on the next day of attendance to ensure all required students are evaluated by the NYSESLAT in each component. The ESL Support Specialist and the testing administrator ensure that all labels are affixed to the answer documents. They also ensure that the speaking scores are transferred onto the appropriate answer document. They stage all testing materials and send them back to the appropriate location.

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

Throughout the NYSESLAT testing process, the ESL Support Specialist continuously cross checks utilizing an updated ATS report to ensure that every eligible LEP student is tested in each component.

2. To ensure that parents understand all three program choices available for ELLs, a parent orientation is held within ten days of students' enrollment. Parents are invited, via letters, to attend a parent orientation. The principal, assistant principal, ESL support specialist, the assistant principal who supervises ESL and the parent coordinator discuss the methods and purpose of each program. Translators and translating devices are made available during the meeting to provide support in the parents' native language.

Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a DVD which also explains the educational programs available: Transitional Bilingual, Dual Language Program and Freestanding English as a Second Language Program. The DVD is viewed in the parents' native language.

Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

Phone conversations and one-on-one meetings are conducted for those parents who cannot attend the parent orientation. We offer programs that are aligned with the choices made by parents in the Program Selection Forms.

3. ELLs that do not score at a proficient level on the annual NYSESLAT or on the LAB-R continue to be entitled to receive ELL services. In September, the ESL Support Specialist (Luz Peralta) and the licensed ESL out of classroom pedagogues (Daysi Garcia and Yulya Kravchik) review the RNMR and RLAT to compile a list of entitled LEP students as dictated by the NYSESLAT and LAB-R scores. They then write out and distribute Continued Entitlement Letters to the mandated students. The Continued Entitlement Letters are written in the parents preferred language choice to ensure that the letters are understood. The letters are signed by the parents and returned back to the ESL Support Specialist. She keeps all Continued Entitlement Letters in the school files. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the school year. Parents are called and reminded to return the letters back to the school by the ESL Support Specialist as well as the Parent Coordinator, Jessica Penate. Nonentitlement letters are sent out to students who scored proficient on the NYSESLAT. These letters are not required to be signed or returned by the parents.

Parents of newcomer students who were determined LEP by the LAB-R are invited to attend parent orientations. At the parent orientations, translators assist Ms. Luz Peralta by speaking to all parents in their native languages. The Parent Survey and Program Selection Forms are completed in the parents' native language at the parent orientation and at one-to-one meetings. If parents miss the parent orientations, the ESL Support Specialist reaches out to them to either conduct phone interviews or invite parents to attend one-to-one meetings. All forms are collected and filed by the ESL Support Specialist. The ESL Support Specialist makes copies of the forms to keep on record. Soon after, the forms are placed back into each child's cumulative record. In the case that a parent refuses to complete and sign the forms, the ESL support specialist documents it in her records and the choice becomes bilingual by default as mandated by the state.

The ESL Support Specialist keeps track of each parent program selection to monitor the number selection of programs offered. If fifteen parents or more select a particular program, the school must open a class to accommodate the program selected. The ESL Specialist monitors the numbers in order to maintain the school in compliance.

Parent orientations are held on an ongoing basis to accommodate newcomer ELLs that enter the school through the school year. Parent orientations are held within 10 days of student enrollment.

4. Parent option is exercised for program placement of identified ELL students. The ESL support specialist and the assistant principal, who supervises ESL, review the Program Selection Forms completed at the parent orientation. After careful analysis parent choices are honored and students are placed in a Freestanding English as a Second Language Program since the majority of parents choose this option as preferred program choice. Students whose parents request a Transitional Bilingual program or Dual Language program are also placed in a Freestanding ESL program until enough parents choose those options which make it possible to open a class implementing the program choice. The parent coordinator and the ESL support specialist inform parents of their right to transfer. Information on the schools that have their preferred language program choice is given upon request and assistance is made available.

ELLs that do not score at a proficient level on the annual NYSESLAT or on the LAB-R continue to be entitled to receive ELL services. In September, the ESL Support Specialist (Luz Peralta) and the licensed ESL out of classroom pedagogues (Daysi Garcia and Yulya

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The ESL Support Specialist keeps track of each parent program selection to monitor the number selection of programs offered. If fifteen parents or more select a particular program, the school must open a class to accommodate the program selected. The ESL Specialist monitors the numbers in order to maintain the school in compliance.

Parent orientations are held on a rolling basis to accommodate newcomer ELLs that enter the school throught the school year. Parent orientations are held within 10 days of student enrollment.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend has been for the majority of parents to choose the Freestanding English as a Second Language Program. Last year 82% of parents opted for the Freestanding English as a Second Language Program, while 13% of the parent surveys reflected a choice for a Transitional Bilingual program. This year 80% of parents opted for the Freestanding English as a Second Language Program, and 3% of the parent surveys reflect a choice for a Transitional Bilingual Program.

6. Each year, with careful analysis of Program Selection Forms, reorganization of programs and classes continues to align with the choices made by parents. At the parent orientation, parents are informed of program models and of their right to choose a program. In order to honor parent's choice program, we inform those who choose a transitional bilingual program of their right to transfer their child to another school in a district that does offer a bilingual class. Parents requesting a Transitional Bilingual Education Program are referred to our ESL support specialist or the parent coordinator to receive a list of schools which offer the program selected and for any further assistance.

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):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	1	1	1	0	0	0								3
Push-In	4	2	1	3	3	4								17
Total	5	3	2	3	3	4	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	224	Newcomers (ELLs receiving service 0-3 years)	201	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	201	0	14	23	0	0	2	0	0	226
Total	201	0	14	23	0	0	2	0	0	226

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

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	21	26	15	29	18								138
Chinese	21	31	11	7	9	4								83
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	2								2
TOTAL	50	52	37	22	38	24	0	223						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1a. At P.S. 506 we currently offer the Free Standing English as a Second Language program. Our Free Standing English as a Second Language program includes two models: Self contained and push-in / pull-out. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas.

We utilize the Push-in model at P.S. 506 for grades kindergarten through fifth. The Push-in model involves ELLs in general education and special education classes. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of Push-in ESL instruction per week from licensed ESL teachers. Students at the Advance proficiency level receive 180 minutes of ESL Push-in instruction provided by licensed ESL teachers and 180 minutes of English Language Arts instruction provided by a licensed general education and special education teachers. The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided reading instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State Performance Standards, as well as the Common Core Standards.

1b. Our self contained classes follows the block model. Each class travels together as a group. The students are mixed heterogenously (mixed proficiency levels) in the self contained classes. Instruction for the self contained classes in all subject areas is delivered by the same lisenced ESL teacher.

Our push-in model follows the block model as well. In grades Kindergarten through four, non-self contained ELLs are placed in one or two classes throughout the grades in order to ensure an effective push-in model. ELL students in general education classes and special education classes are grouped heterogeneously. At the times that the lisenced ESL teacher pushes in to provide services to these studens, the students are placed in homogeneous groups based on English proficiency levels and reading levels in order to provide effective small group instruction. In grade five, ELL students are placed in heterogeneous general education or special education classes. The lisenced ESL teacher pushes in and groups ELL students homogeneously in order to provide effective small group instruction. Beginner and Intermediate ELL students are serviced in one group and Advanced students are serviced in another group. All special education ELL students are always serviced in the setting recommeded by their Individual Education Plan (IEP).

2a. Our primary goal in supporting our English language learners is to ensure that we have highly qualified and certified ESL teachers. The administrative cabinet meets to discuss the NYESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent program selection and instructional periods needed.

The schedules for the ESL teachers who are pushing-in to general education classrooms is completed by a supervisor to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with optimum instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs. Placement is done in accordance with the services the child requires.

In the Self Contained ESL classrooms, beginner, intermediate, and advanced ELL students get their mandated number of instructional minutes according to proficiency levels from their classroom teacher. The classroom teacher in the Self Contained ESL classrooms is a licensed ESL pedagogue. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas. The student teacher ratio in self contained ESL classrooms varies depending on the grade level of the students. All classes, however, do not exceed the maximum limits as per state regulations.

All self contained special education ELL students are serviced in the setting required by their Individualized Education Plan (IEP). The lisenced ESL teacher pushes in to provide 360 minutes of ESL instruction per week to all these students regardles of English proficiency levels. The same is true for ELL students placed in genereal education classes since the lisenced ESL pedagogue pushes in their classroom for 360 minutes per week. The minutes of ESL service provided is possible because the students are placed in heterogenous classes. The student teacher ratio varies in the push in model. Self contained special education classes are usually limited to 12 students, therefore the push-in licensed ESL teacher will usually service anywhere from 5-8 ELL students in that classroom setting. As for the general education classes, the push-in licensed ESL teacher can service anywhere from 7-20 ELL students in one particular classroom.

A. Programming and Scheduling Information

2b. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. At P.S. 506 we have self contained classes in grades kindergarten through grade two. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas.

We utilize the Push-in model at P.S. 506 for grades kindergarten through fifth. The Push-in model involves ELLs found in general education and special education classes. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of Push-in ESL instruction per week from licensed ESL teachers. Students at the Advance proficiency level receive 180 minutes of ESL Push-in instruction provided by licensed ESL teachers and 180 minutes of English Language Arts instruction provided by licensed general education and special education teachers. The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State Performance Standards, as well as the Common Core Standards.

3. The content areas, in the self contained ESL classrooms, general education classrooms with ELL students serviced by a push-in licensed ESL teacher, and the special education classes with ELL students serviced by a push-in licensed ESL teacher, are delivered using the sheltered English approach of instruction. Sheltered English instruction is an approach for teaching ELLs using specific methods to ensure that students understand the content while expanding their English language development. Since all instruction is in English, both general education and ESL teachers, make adjustments so that the content lessons are comprehensible to ELLs.

When giving explanations and directions, teachers of ELL students use simple sentences with a set of already developed standard directions students are familiar with, especially with beginner and intermediate ELL students. This approach aids ELL students to focus on the content of the lesson rather than on the lesson procedures. Teachers speak at a normal rate, but lengthen the pauses between sentence boundaries (i.e., where there would be a comma, a period, or a question mark as if speech were to be in written form). Teachers also check frequently for comprehension by listening to and observing verbal and nonverbal cues from ELL students. Vocabulary is controlled by carefully pre-selecting significant vocabulary and consistently repeating the same terms in content. Teachers of ELL students focus on important vocabulary related to the topic, but do not teach a long vocabulary list. Reading, writing, and thinking skills are emphasized. Activities such as note taking, report writing, individual projects, group problem solving, and book reading are utilized to develop these skills. By using sheltered English, teachers can make content in any subject area understandable for ELLs, allowing them to improve their English language skills while learning the material.

Here are some more instructional components that go into the way the content areas are delivered to ELL students at P.S.506:

- Language Development activities are built into each content areas addressing the four language strands: reading, writing, speaking, and listening.
- General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
physical layout supply diverse materials and supplies and encouraging students to have a sense of belonging, ownership and independence. The physical appearance of the room should support comprehensible language to students whose native language is other than English. These include:		
100%		
75%		
50%		
25%		
• A meeting area to promote whole class instruction		
100%		
75%		
50%		
25%		

A. Programming and Scheduling Information

- Leveled classroom libraries with culturally relevant stories available for students' use
- Print rich environment provided by explicit charts, student work and content area word walls

B. Programming and Scheduling Information--Continued

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

8. At P.S. 506 we have various intervention programs for struggling ELLs in Math, ELA, and other content areas. All intervention programs are offered in English.

For the ELA and Math, all struggling below grade level ELL students participate in the 37 ½ minute program, Inquiry Team with a focus on ELL students, and Title III extended day program. Revisions on students' intervention plans are modified as needed. Progress is carefully tracked by the classroom teacher, ESL provider, and other licensed teachers providing support services.

Targeted interventions for the ELA for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Small group reading and writing instruction at the students' ability level both in reading and language
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

Targeted interventions for Math for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Small group math instruction at the students' ability level both in math and language
- Teachers further develop the acquired vocabulary and content through student conferences
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in math.
- An ESL teacher will push-in/pull-out to provide language development support aimed specifically at working with students at their ability levels.
- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

Targeted interventions for Science and Social Studies for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
- Small group content area instruction at the students' ability level
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in the content areas.
- An ESL teacher will push-in/pull-out to provide assistance in language development and the content areas aimed specifically at working with students at their ability levels.

For all interventions, progress is tracked through formal and informal assessments. Teachers constantly reflect on the needs of the students

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. At P.S. 506 we have various intervention programs for struggling ELLs in Math, ELA, and other content areas. All intervention programs are offered in English.

For the ELA and Math, all struggling below grade level ELL students participate in the 37 ½ minute program, Inquiry Team with a focus on ELL students, and Title III extended day program. Revisions on students' intervention plans are modified as needed. Progress is carefully tracked by the classroom teacher, ESL provider, and other licensed teachers providing support services.

Targeted interventions for the ELA for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Small group reading and writing instruction at the students' ability level both in reading and language
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in/pull-out to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

Targeted interventions for Math for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

- Small group math instruction at the students' ability level both in math and language
- Teachers further develop the acquired vocabulary and content through student conferences
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
- Teachers will provide individual and guided support in math.
- An ESL teacher will push-in/pull-out to provide language development support aimed specifically at working with students at their ability levels.
- Extended use of scaffolding methods during components of balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic. Some examples are the usage of sentence prompts, charts accompanied by pictures and/or diagrams, vocabulary flash cards accompanied with definitions and pictures, etc.

Targeted interventions for Science and Social Studies for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

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- Small group content area instruction at the students' ability level
- Teachers will create and review their lessons with careful consideration to the ELL students needs and modify instruction where needed
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For all interventions, progress is tracked through formal and informal assessments. Teachers constantly reflect on the needs of the students and redirect lessons and small groups to tackle the needs of the student.

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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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. At P.S. 506 we have various intervention programs for struggling ELLs in Math, ELA, and other content areas. All intervention programs are offered in English.

For the ELA and Math, all struggling below grade level ELL students participate in the 37 ½ minute program, Inquiry Team with a focus on ELL students, and Title III extended day program. Revisions on students' intervention plans are modified as needed. Progress is carefully tracked by the classroom teacher, ESL provider, and other licensed teachers providing support services.

Targeted interventions for the ELA for all subgroups (Newcomer, 4 to 6 years, Long Term, and ELL-SWD):

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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?
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Courses Taught in Languages Other than English

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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Professional development is achieved through the combined efforts of experience content specific, and licensed personnel that includes: Team teachers, assistant principal, self contained ESL teachers and the ESL support specialist. The professional development goal for the 2011-2012 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will continue to meet to plan curriculum units of study, gather and share resources and materials with the grade facilitators and ESL teachers. ESL teachers will work together and articulate with the general education teachers, on student goals and progress. Intervisitations and debriefing sessions will continue to provide the staff with ESL methodologies and best practices. As part of our collaboration with Teacher's College, teachers will attend workshops and turnkey information at grade meetings. In addition, teachers will provide demonstration lessons and time will be afforded for teachers to discuss and plan next steps in student learning. The ESL support specialist will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings.

Study groups will be provided to all of our teachers on supporting our ELLs in reading and writing as well as planning for small group work in order to scaffold language development. In addition, various lunch and learn workshops will be offered to all self contained ESL and common branch teachers as well as paraprofessionals. The focus of these sessions will be to examine the units of study in reading and writing, develop appropriate mini-lessons and utilize all the components of the Balanced Literacy (read aloud, shared reading, shared writing, interactive writing) to scaffold the curriculum. In addition, we will use these sessions to provide 7.5 hours of ESL training to all teachers who work with English Language Learners.

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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?

1. Parental involvement is encouraged through participation in our PTA, classroom activities (publishing parties, cultural celebrations, etc.) and school events (open school week, parent teacher conferences, meet and greets, parent art night, assemblies, etc.).

2. The school has an affiliation with Center for Family Life (CFL), which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED program.

3. The needs of parents are evaluated in many ways. First parents complete an annual school survey, expressing their opinions regarding the school. The survey comes in the parents native language. During the second Parent Teacher Conference, translators are made readily available to help parents struggling to fill out the survey. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and greet meetings to discuss their concerns. Once

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4. The needs of the parents are evaluated and programs are created to address those needs. ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability. English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students. ELL Parent Workshops are conducted by the ESL teachers, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (ELA, NYSESLAT, MATH, Social Studies Test, and Science Test). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home. The parent coordinator organizes a lending library for parents consisting of native language and English read-aloud books in order to encourage parents and students to incorporate literacy at home.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 45
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

Professional development is achieved through the combined efforts of experience content specific, and licensed personnel that includes: Team teachers, assistant principal, self contained ESL teachers and the ESL support specialist. The professional development goal for the 2011-2012 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will continue to meet to plan curriculum units of study, gather and share resources and materials with the grade facilitators and ESL teachers. ESL teachers will work together and articulate with the general education teachers, on student goals and progress. Intervisitations and debriefing sessions will continue to provide the staff with ESL methodologies and best practices. As part of our collaboration with Teacher's College, teachers will attend workshops and turnkey information at grade meetings. In addition, teachers will provide demonstration lessons and time will be afforded for teachers to discuss and plan next steps in student learning. The ESL support specialist will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings.

Study groups will be provided to all of our teachers on supporting our ELLs in reading and writing as well as planning for small group work in order to scaffold language development. In addition, various lunch and learn workshops will be offered to all self contained ESL and common branch teachers as well as paraprofessionals. The focus of these sessions will be to examine the units of study in reading and writing, develop appropriate mini-lessons and utilize all the components of the Balanced Literacy (read aloud, shared reading, shared writing, interactive writing) to scaffold the curriculum. In addition, we will use these sessions to provide 7.5 hours of ESL training to all teachers who work with English Language Learners.

The workshops/study groups for 2011 - 2012 school year will be provided on, but not limited to the following dates:

September 22, 2011
October 7, 2011
October 14, 2011
October 21, 2011
November 4, 2011
January 10, 2012
January 17, 2012
January 24, 2012
January 31, 2012
March 2, 2012
March 9, 2012
March 16, 2012
May 22, 2012
May 29, 2012
June 1, 2012

E. Parental Involvement

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

1. Parental involvement is encouraged through participation in our PTA, classroom activities (publishing parties, cultural celebrations, etc.) and school events (open school week, parent teacher conferences, meet and greets, parent art night, assemblies, etc.).

2. The school has an affiliation with Center for Family Life (CFL), which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED program.

3. The needs of parents are evaluated in many ways. First parents complete an annual school survey, expressing their opinions regarding the school. The survey comes in the parents native language. During the second Parent Teacher Conference, translators are made readily available to help parents struggling to fill out the survey. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and greet meetings to discuss their concerns. Once

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4. The needs of the parents are evaluated and programs are created to address those needs. ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability. English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students. ELL Parent Workshops are conducted by the ESL teachers, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (ELA, NYSESLAT, MATH, Social Studies Test, and Science Test). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home. The parent coordinator organizes a lending library for parents consisting of native language and English read-aloud books in order to encourage parents and students to incorporate literacy at home.

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)	31	26	8	7	8	8								88
Intermediate(I)	7	15	12	9	16	5								64
Advanced (A)	12	11	17	7	14	11								72
Total	50	52	37	23	38	24	0	0	0	0	0	0	0	224

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	2	0	1	4							
	I		13	8	0	2	1							
	A		20	23	10	14	8							
	P		7	2	12	20	3							
READING/ WRITING	B		18	7	7	7	3							
	I		13	11	9	16	7							
	A		11	10	6	14	8							
	P		4	7	0	0	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	23	12	2	0	37
5	10	22	5	0	37
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	21	1	18	1	2	0	0	0	43
5	7	1	25	0	10	0	1	0	44
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	9	0	5	0	0	0	19
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Our school uses the DRA-2 to assess the early literacy skills of our ELLs. The DRA-2 provides data on reading engagement, accuracy, oral reading fluency, and comprehension. The DRA Word Analysis gives us insights on how our ELLs attend to and work with the various components of spoken and written words including: phonological awareness, metalanguage, letter/high frequency word recognition

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/18/11
	Assistant Principal		11/18/11
	Parent Coordinator		11/18/11
	ESL Teacher		11/18/11
	Parent		11/18/11
	Teacher/Subject Area		11/18/11
	Teacher/Subject Area		11/18/11
	Coach		11/18/11
	Coach		11/18/11
	Guidance Counselor		11/18/11
	Network Leader		11/18/11
	Other		1/18/11
	Other		11/18/11
	Other		11/18/11
	Other		11/18/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K506 **School Name:** School of Journalism & Technology

Cluster: 4 **Network:** CFN409

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

Part A: Needs Assessment Findings

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

Assessment of our school translation needs has been conducted through our PTA Executive Board, Parent Coordinator, Guidance Counselors, The Center for Family Life (CBO) and school staff.

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.

We have found that there is a need for written and oral translations in both Chinese and Spanish. This information is communicated to the school community at staff meetings and PTA meetings.

Part B: Strategies and Activities

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

Our school documents are translated into Spanish and Chinese. School staff assists with the translations to ensure the timely provision of translated documents to parents in need of language assistance. If necessary, per session will be given. Computer software has been purchased to assist with translations.

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.

Translators from outside agencies are secured to assist with Parent Teacher Conferences. They are available for any parent in need. Our school has invested in a translation system which allows us to simultaneously present information in 3 languages, English, Spanish and Chinese. Additional headsets and transmitters will be purchased each year. School staff members also assist with on-site oral translations, as well as phone communication. The Dept. of Education translation service is also used by the school to assist with oral interpretation services. In addition, the school purchased Global Connect in order to inform parents of meetings and upcoming events at P.S. 506. The calls (information) will go out in English, as well as the dominant languages spoken by parents.

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

Information has been disseminated to all parents. In addition, the Parents' Bill of Rights packets, in all covered languages, are available in the main office. Translation signs in all covered languages are posted in the main lobby.

Form TIII – A (1)(b) 11/2/2012

**Title III LEP Program &
Title III Immigrant Funding
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$29,808	Tutorial Program (Gr 3 – 5) Dec. 6, 2011 – May 1, 2012 – Tues & Thurs. Teachers – 10T x 36 D x 1 ½ hrs. = 540 hrs 540 hrs x \$50 = \$27,000 Supervisor – 1 Su x 36 D x 1 1/12 hrs =54 54 hrs x \$52 = \$2,808
	\$ 828	Professional Development Sessions Dec. 1 -10Tx1 ½ hr = 15 x \$50 = \$750 1 Su X 1 1/2h =1 ½ x \$52 = \$78
	\$ 9,936	Teachers = 10T x 36 sess. x 1/2 hr = 180 hrs (180 hrs x \$50 = \$9,000) Supvior – 1 Su x 36 x ½ hr= 18 hrs 18 hrs x \$52 = \$936
	\$ 4,812	ESL Study Groups Teacher-15T x 6D x 1Hr = 90Hx \$50=\$4,500 Supv- 1 x 6D x 1H = 6 x \$52 = \$312
	\$ 1,800	Trainer 36 D x 1 H = 36 Hrs.x \$50 = \$1,800
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$11,113	Consumable supplies – charts, notebooks, paper, pencils, pens, markers, etc (resources for parent involvement).
	\$ 500	Replenish Lending library parent involvement)
	\$ 2,260	Kaplan Books for after school & teacher’s Guides
Travel		
Other	\$ 250	Lunch & Learn
	375	Food – Parent Workshops (5)
TOTAL	\$61,682	

Revised 11/7/11