



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ACADEMY OF TALENTED SCHOLARS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K682

PRINCIPAL: JOSEPHINE SPORTELLA-GIUSTO **EMAIL:** JSPORTELLAGIUSTO@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA CONSTANTINO

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
Josephine Sportella-Giusto	*Principal or Designee	
Sandro Grancaric	*UFT Chapter Leader or Designee	
Robert Yee	*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	
Alice Boyle	Member/Parent	
Helen Altshuler	Member/Parent	
Ann Casalan	Member/Teacher	
Maria Rogalle	Member/Data Specialist/Math Coach	
Susan Yee	Member/Parent	
	Member/	
	Member/	

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 75% of General Education grade three students will perform at levels three and four as measured by the New York State ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Our third graders are the first students to articulate into a testing grade. Our goal for their performance on the ELA exam is based on our second grade end of the year benchmark performance level measured by TC Assessment Pro, which shows that more than 75% of the students were performing at or above benchmark grade level.

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.

Beginning in January our third grade classes will be using a research based test sophistication test practice book called, "Finish Line Reading for the Common Core Standards" published by Continental Press which was purchased by our network. In addition we are putting in place an afterschool ELA/Math Test Preparation Academy using the book, "Buckle Down" published by Triumph Learning, that will run from January through April. The course will be offered to our third grade ELLs, former ELLs and any of our current level 1 or 2 students in Literacy. Two master teachers will be conducting these classes. A timeline for implementation was created by our third grade staff in order for the program to align with the classroom teachers' curriculum calendar. Teacher team meetings will be conducted on a weekly basis to evaluate the effectiveness of these test preparation activities and materials. They will be examining the results from pre and post tests given throughout as well as the data from the Teacher's College Performance Task assessments in Literacy and the Acuity Predictive Assessment both scheduled for January to further drive instruction.

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.
Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s literacy work at home. These workshops also are offered to the parents of all third grade students. The agenda for the workshops and the website

links for the information covered in the workshops are posted on the school’s website for all parents to view as well. Our school website is constantly updated with current information regarding testing that is available to all parents. These online updates provided are translated in all the necessary languages of our third grade parents. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. The agenda for the workshops and the website links for the information covered in the workshops are posted on the school’s website for all parents to view. All workshops and meetings provide translators in Chinese, Russian and Spanish to enable all parents to participate. Shortly before the state ELA exam the school will be providing the parents with a take home practice ELA test prep booklet that parents can for further review.

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.

In order to attract highly qualified teachers the school conducts an intense process where candidates are interviewed by a school committee, must perform a demonstration lesson and must provide an onsite writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff are offered the option of attending study groups or Lunch and Learns for further teacher support. Teachers are continually attending professional development outside of the building as well.

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.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

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.

As far as human resources we will be using two master Elementary Education teachers for our afterschool Title III program and our Curriculum Specialist to assist with parent workshops, as well as We will be using Title III, ARRA RTTT Data Specialist, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

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 75% of General Education grade three students will perform at levels three and four as measured by the New York State Mathematics exam.

Comprehensive needs assessment

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

This year our third graders are the first students to articulate into a testing grade. Therefore our goal is based on our second grade end of year Math in Focus benchmark assessment that shows that more than 75% of the current grade two students were performing at or above benchmark grade level.

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.

This year we expanded Math in Focus: A Singapore Approach as the core curriculum for math to the third grade. We will continue to supplement the MIF curriculum with Everyday Counts Calendar Math, Partner Games and Context for Learning and Math in the City supplemental units. The teachers also create a Math problem of the day that requires the student to explain their thinking in writing. An instructional coach and off-site PD will be provided for our teachers. We are also introducing the implementation of a math approach titled, "Metamorphosis" to the entire staff and receiving professional development from its creator, Lucy West. We are also putting in place an afterschool ELA/Math Test Preparation course using the book, "Buckle Down" published by Triumph Learning in January through April. The course will be offered to our third grade ELLs, former ELLs and any level 1 or 2 students. Two master teachers will be conducting these classes. We will be using a research based test sophistication book, "Finish Line Reading for the Common Core Standards" published by Continental Press which was purchased by our network to support all of our third graders. A timeline for implementation was created with third grade staff for optimal success. Teacher team meetings are conducted on a weekly basis to evaluate the effectiveness of these strategies and activities. A pre and post test will be given as well as the Acuity Predictive Assessment in January to all third graders.

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.
Throughout the year, our school's math coach conducts parent workshops to help support Level 1 & 2s literacy work at home. Parents of all third graders are welcomed to these workshops and the agenda for the workshops and the website links for the information covered in the workshops are posted on the school's website for all parents to view as well. Our school website is constantly updated with current information regarding testing that is available to all parents. These online updates provided

are translated in all the necessary languages of our third grade parents. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate. Shortly before the state Math exam the school will be providing the parents with a take home practice Math test prep booklet that parents can for further review.

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.

In order to attract highly qualified teachers there is an intense process where candidates are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff are offered the option of attending study groups or Lunch and Learns as additional teacher support. Teachers are continually attending professional development outside of the building.

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.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

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.

As far as human resources we will be using two master Elementary Education teachers for our afterschool Title III program and our Curriculum Specialist to assist with parent workshops. In term of fiscal resources we will be using Title III, ARRA RTTT Data Specialist, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

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 75% of our ELL students and Special Education students will meet their promotional criteria as indicated by their NYSESLAT status and designated IEP.

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.

Based on last year's NYSESLAT scores, TC Assessment and Math Assessment scores these two sub groups within our school will require additional Tier One AIS, extended day and supplemental instructional support throughout the 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.

All of our ELLs and Special Education students are required to attend the school's Extended day time for AIS instruction. During this time students use an online literacy program called "istation" which regularly assesses students' attainment of literacy skills and individualizes the program for the student's needs based on their performance. Students are also given one on one instruction by a certified teacher during this time. In addition to the mandated ESL program during the day two certified ESL students will be holding a NYSESLAT Test Preparation morning class beginning in January through April. The teachers will be using the Test Practice book, "Getting Ready for the NYSESLAT and Beyond" published by Attanasio and supplementing with nonfiction leveled books from Mondo Publishers.

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.

Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s literacy work at home. The morning NYSESLAT test prep class teachers will be presenting an overview of the morning program and the NYSESLAT exam during the February PTA meeting. Our school website is constantly updated with current information regarding testing that is available to all parents. These online updates provided are translated in all languages. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate.

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.

In order to attract highly qualified teachers there is an intense process where teaches are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff is offered the option of attending study groups or Lunch and Learns. Teachers are continually attending professional development outside of the building.

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.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

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.

As far as human resources we will be using two certified Elementary Education teachers for our morning ESL Title III program and our Curriculum Specialist to assist with parent workshops. We will be using Title III, ARRA RTTT Data Specialist funds, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

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.

75% of our K-2 students will be proficient in non-fiction literacy skills with 90% accuracy as measured by TC Assessment Pro, TC continuum and school & citywide performance tasks.

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.

The Common Core State Standards for ELA & Literacy in History/Social Studies and Science are created to ensure that all students will be college and career ready in literacy by the time the end of their high school careers.

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.

We will continue to collaborate with Teacher's College, our network, Curriculum Specialist, and on & off site staff developers to create appropriate and rigorous lessons tasks that will prepare our students for the 21st century. In addition each classroom will be provided with additional books and resources to facilitate this work. We will continue to monitor student data by meeting with teachers periodically and adjusting instructional decisions based on the data. Students will be viewing and listening to nonfiction video programming online and learning note-taking skills. Students will regularly be given opportunities to use graphic organizers in collecting and presenting their learning of nonfiction topics. Teacher College Performance task assessments in Literacy will be given the third week of January and the data will help define our further instruction.

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.

Throughout the year the Curriculum Specialist conducts parent workshops to help support Level 1 & 2s Literacy work at home. All parents in K-2 are invited to attend these workshops. The website links for the information covered in the workshops are posted on the school's website for all parents to view as well. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate.

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.

In order to attract highly qualified teachers there is an intense process where teaches are interviewed through a committee and must perform a demonstration lesson as well as provide a writing sample. As per the NCLB these candidates should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff is offered the option of attending study groups or Lunch and Learns. Teachers are continually attending professional development outside of the building.

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.

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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.

As far as human resources we will be using two certified Elementary Education teachers for our morning ESL Title III program and our Curriculum Specialist to assist with parent workshops. We will be using Title III, ARRA RTTT Data Specialist funds, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By the end of June 2012 80% of our K-2, students will meet and exceed their grade level Common Core State Standards in Mathematics as measured by Math in Focus Assessments.

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.

Based on Math in Focus benchmark assessments 80% of our students are at or above their grade level.

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.

We will supplement the MIF curriculum with Everyday Counts Calendar Math, Partner Games and Context for Learning Math in the City supplemental units. An instructional coach and off-site PD will be provided for our teachers. Teachers are learning and implementing the strategies utilized in Lucy West's Metamorphosis. Also students in K-2 work on a teacher created Math Word Problem of the Day where they show the operation and explain in writing their thinking and an explanation of their solution to each. A performance task in Math will be given in late spring. The results will be discussed and strategies will be developed for our next steps.

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.

Throughout the year our School's Math coach conducts parent workshops to help support Level 1 & 2s literacy work at home. PTA meetings also present information to the parents focusing on the new Common Core Learning Standards and their implications. All workshops and meetings provide translators in Chinese, Russian and Spanish for all parents to participate.

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.

In order to attract highly qualified teachers the school conducts an intense process where candidates are interviewed by a school committee, must perform a demonstration lesson and must provide an onsite writing sample. As per the NCLB these candidates

should hold a Masters in Education and possess a satisfactory performance rating of their teaching. Our current staff is offered the option of attending study groups or Lunch and Learns for further teacher support. Teachers are continually attending professional development outside of the building as well.

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.

All students attend a Character Education program on the values of cooperation, mutual respect and conflict resolution called Tribes. We are a Healthy Choice Food program School which works with the DOE School Food Program to establish the menu lunch options for our school.

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.

As far as human resources we will be using two certified Elementary Education teachers for our morning ESL Title III program and our Curriculum Specialist to assist with parent workshops. We will be using Title III, ARRA RTTT Data Specialist funds, TL Fair Student Funding, TL NYSTL Textbooks, Contract for Excellence FY 09, and Title III Translation Services

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	12	12	N/A	N/A	1	0	0	0
1	19	19	N/A	N/A	2	0	0	0
2	23	23	N/A	N/A	1	0	0	0
3	22	22	N/A	N/A	1	0	0	0
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	During the school day the students receive literacy support in their small guided reading groups with their classroom teacher and certified elementary education teachers who are classroom Teaching Assistants work with individual students who need additional support. In small groups during the extended day time AIS students are using the online academic intervention program, iStation, as well as guided reading strategy groups as well as shared writing as a strategy to support struggling writers.
Mathematics	During the school day students that need additional support are pulled by their classroom teacher for small group review or re-teach lessons. The certified elementary education teachers who are Classroom Teaching Assistants also work with individual students who need extra support. In small groups during the extended day time AIS students are using Math in Focus games, virtual manipulatives, and hands-on manipulatives.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	During the school day the guidance counselor meets both individually and in groups as needed working on social emotional behaviors such as social skill development, behavior modification and academic support.
At-risk Services provided by the School Psychologist	

At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**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 Christopher Groll/S. Litrico	District 20	Borough Brooklyn	School Number 682
School Name The Academy of Talented Scholars			

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

Principal Josephine Sportella-Giusto	Assistant Principal
Coach Ellen Lotz	Coach type here
Teacher/Subject Area Ann Casalan/ESL	Guidance Counselor Sandro Grancaric
Teacher/Subject Area Christine DiSanti/ESL	Parent Robert Yee
Teacher/Subject Area type here	Parent Coordinator Nicole Devivo
Related Service Provider Deirdre Whiffin- Speech	Other Principal Intern Maria Rogalle
Network Leader Maria Cristina Jimenez	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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	234	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	14.16%
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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. 

1. Identification of potential ELLs who are newcomers to the NYC Public School System starts with the administration of the Home Language Identification Survey (HLIS) at the time of enrollment by a certified licensed teacher. This survey is provided to the parents or guardians in their native language and in English. Then an informal oral interview of both the parents and the child is conducted by one of our certified ESL teachers, Ann Casalan or Christine DiSanti. The informal oral interview is conducted in English. If a parent needs a translator to be present at this interview then one is provided. If the school does not have an available translator in a particular language then the DOE's Translation Unit is called for such a translator. The HLIS is not completed by the parent until a translator and a trained intake person is present at the interview. The school will schedule appointments with the parents for a near future date if necessary to complete the HLIS. At the time of the informal oral interview the child is spoken to separately by the trained intake person to determine the child's previous formal education and to perform a quick informal assessment of their English ability. The HLISs are then carefully examined by the ESL teacher, who determines if the student is LAB-R eligible. Following this determination the LAB-R (and Spanish LAB, if necessary) are administered within 10 days of the student's enrollment by an ESL teacher. The ESL teacher then carefully hand scores the LAB-R using the Cut Scores outlined in the DOE's Assessment Memorandum #2. The student's score determines eligibility for ESL or bilingual services and the child is placed into the appropriate program, based on the parents' wishes and the program availability. ELLs continue to be evaluated annually with the administration of the NYSESLAT in the spring to determine eligibility for continuation of ESL services, and to ensure appropriate program placement.

For students who are transferring to PS 682 but are not new to the NYC Public School System then the school will run the RLAT report which lists all students who are entitled to ESL services. The RLAT details the students' previous NYSESLAT scores and is used to determine ESL services eligibility and program placement.

The school will continue to run the RLER for LAB-R and NYSESLAT regularly throughout the year to determine if any newly admitted students to the school are eligible for LAB-R testing or NYSESLAT.

2&3&4: As soon as the ESL Teacher determines the students entitled to ESL services based on their LAB-R, his or her parents receive an Entitlement Letter in their native language if available, in which they are invited to attend an ELL Parent Orientation. This letter is retrieved from the DOE's online Office of ELLs website in the needed native languages. At the beginning of the orientation the parents view a video in their native language that explains the three different program choices the DOE offers; (Transitional Bilingual, Dual Language, and Freestanding ESL). The parents are then able to ask any additional questions they have regarding the three programs. This year we had primarily Russian and Chinese speaking parents. The Parent Orientation was translated in Chinese with the assistance of one of our Paraprofessionals Amy Liu, who is a fluent Chinese speaker. For our Russian speaking families the Parent Orientation was translated by our Community Assistant, Diana Matyunenkova, who speaks Russian fluently. We are prepared to provide translations for any language needs of the incoming students' parents for this upcoming school year. After all parent questions are answered the parents are given the Parent Survey in their native language, if available, to be filled out first. After filling out the survey, parents are given the Program Selection Form in their native language, if available, and complete it on their own at the orientation. Any further assistance needed by a parent with understanding the directions or the three program options for their child are

given at this time. The forms are collected and are immediately looked over at the end of the Orientation for the parent's first choice of program selection. At this time since the school only offers Freestanding ESL program, any parent who chooses a bilingual program as their first choice will be informed that if they choose their child can be transferred to a school that offers a bilingual program where appropriate and feasible. If the parent requests such a transfer than the school will reach out to the Office of ELLs to alert them of the request. If the parents decline the transfer they are then informed of the school's available program their child will be placed in. The school secures their parent's agreement to the program offered. We also inform them that should the school have a total of 15 or more ELLs of the same language in two contiguous grades whose parents choose bilingual or dual language as their first choice the school will open up such a class in the future. As of now our school is only offering Freestanding ESL Program. Parents are then formally informed of their child's placements with a Placement Letter in their native language or preferred written language choice. Copies of the entitlement letters are kept in a binder in the ESL Coordinator's office. The

This process is completed within 10 days of student enrollment in the beginning of the year, and on an ongoing basis for students enrolling throughout the year. For parents who are unable to attend any of the scheduled Parent Orientations, one-on-one make-up sessions are offered continuously to view the video and fill out the forms with assistance. If a parent is not able to come in person to fill out these forms then the school will send the forms home and try to retrieve them that way. All necessary efforts are made by the ESL teacher and the school to obtain all Parent Surveys and Parent Selection Forms completed and returned during the school year. During this period parents of ELLs who are still entitled to ESL services as per their child's most recent Spring NYSESLAT scores receive the DOE's Continued Entitlement Letter describing their continued ESL services. Copies of these letters are maintained on file in a binder in the ESL Coordinator's office.

5. We are now going into our third year of our school being open and from the Program Selection forms that we have collected this present year and the year past we see a trend of parents primarily choosing ESL Freestanding as their first choice. Of the parents who attended this year's Parent Orientation all 6 of them selected the Freestanding ESL program as their first choice.

6. This year is our third in existence, and so far we do not have enough same native language ELLs whose parents requested Bilingual Education to form a Bilingual class, and are thus providing a Freestanding ESL program. This is consistent with parent choice, as most parents chose Freestanding ESL as their number one preference. In order to be aligned with parent choice in future years we will look closely at the total numbers of parent requests for Transitional Bilingual and Dual Language program. Should 15 parents of the same Native Language group request a bilingual program the SLT will address the need and decide on what measures to take to open such a class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	8	8	4	12										32
Total	8	8	4	12	0	0	0	0	0	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	29	0	3	4	0	2	0	0	0	33
Total	29	0	3	4	0	2	0	0	0	33

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
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				4										4
Chinese	2	2	4											8
Russian	5	7	5	2										19
Bengali														0
Urdu				1										1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other														0
TOTAL	7	10	9	7	0	33								

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?

1. The ELLs are served by our two ESL teachers through a combination of both Pull-out and Push-in models. The students are heterogeneously mixed by proficiency levels in all classes across all grades. Push-in service is provided when there are large numbers of ESL students present in one class. Push-in is also the model utilized in the second grade12:1 special education class. Students are mostly pulled out of class for ESL instruction in First and Second grade because there are small numbers of ESL students present in each of the

A. Programming and Scheduling Information

individual classes. Thus the students come together from these classes and work in small groups on ESL related projects or tasks that are closely aligned with their regular classroom curriculum.

2. PS 682 ensures that the mandated number of instructional minutes is provided according to proficiency level by scheduling the appropriate number of minutes in the ESL teachers' mandated programs. Thus, in accordance with CR Part 154, K-8 ELLs who are at the Beginner or Intermediate levels receive at least 360 minutes per week of ESL services, as push-in/pull out instruction, and those at the Advanced level receive at least 180 minutes per week of ESL instruction. Advanced students will receive the mandated 180 ELA minutes as part of their Teacher's College Reading and Writing Units.

3. Content area instruction is delivered by both the classroom teacher and the ESL teacher with an emphasis on differentiating instruction for ELLs through the use of scaffolding techniques, visual aids, realia, intensive and deliberate modeling, Total Physical Response and multi-sensory activities, graphic organizers, sentence starters, peer interactions and vocabulary instruction of content area words as well as the more simple basic vocabulary unknown to students in these specific content area. Special attention is also given to the teaching of Academic Language as the students will be greatly exposed to it even more now that the Common Core Standards greatly focuses on the reading and comprehension of nonfiction and informational texts. The ESL teacher provides instruction in the content area of Science for the First and Second grade ELLs she pulls out by making the subject more comprehensible through the differentiation and reteaching of the Science Scope and Sequence in alignment with the classroom teacher's and Science speciality teacher's instruction. She also incorporates a balanced literacy instruction through the use of shared reading, read-alouds, interactive writing, and choral reading in the teaching of Science as well. The ESL teacher has scheduled these pullouts for first and second grade during their classroom Science period as much as possible. Along with the differentiation strategies listed above the ESL teacher also makes use of poetry, songs, drama, vocabulary games, a library stocked with nonfiction literature of the content area at their reading levels, computer games of BrainPop, Starfall, PBS Kids and other various websites to support the literacy component of instruction. The explicit ELA instruction for ELLs in their classrooms and in the push-in ESL program includes the Teacher's College workshop model for Reading and Writing with a focus on shared reading. Consistent with the Natural Approach for second language acquisition, the ELLs are fully incorporated into their regular classroom along with English proficient students to enable them to benefit from social interaction and academic curriculum in the target language. PS 682 uses a project based approach that maximizes student interaction and collaboration, targeting oral language development, which is crucial for ELLs in this developmental stage.

4. ELLs whose home language is determined to be Spanish by the Home Language Survey are administered the LAB-R in Spanish as well. Since we do not offer Bilingual Classes at our school we do not do further Native Language Assessment.

5. There are no SIFE students present in our school at this time. Should our school enroll a SIFE student in the future their particular needs will be assessed and the more intensive and one on one academic intervention will be given by all necessary support staff. First the guidance counselor will meet with the student and assist them with the understanding and importance of the school routines and rules. They would also be given a student buddy who speaks their native language to help them transition into a school setting and be a social and academic support for them. Instruction for these students would be greatly differentiated and a Teacher Assistant would be assigned to them for their literacy intervention and support. The ESL teacher would focus on the more basic oral and academic vocabulary they will need to make content area instruction more comprehensible. At the moment we have extended day small group/individualized instruction by certified teachers for all students considered at risk for academics and SIFE students would receive this intervention as well. We also use an online Literacy intervention program called iStation which provides tailored instruction and practice for the student's needs based on ongoing assessment. The student will be placed in the best class that can serve their needs at the time.

5b For the newcomers who are here less than three years, native language use will be provided by teachers, teacher assistants and other support staff who speak their language on a needed basis. Students will be given ESL instruction by the ESL teacher in the content areas of science and social studies in order to assist them with easier comprehension of these subject areas. Students will be paired with native speakers on a regular basis for opportunities to hear conversational English spoken through partner activities such as book discussions, math problem solving explanations and literacy center discussions. Teachers will provide picture supports and the use of technology in their lessons in order to ensure more understanding by these newcomers.

5c For ELLs receiving a 4th year of service now we are providing very small group targeted instruction that utilizes all data gathered from their NYSESLAT scores, their periodic assessments, and teacher reading, writing and math conference notes. The classroom teacher, ESL teacher, Literacy Coach and Math Coach meet to discuss the best academic plan of action for these students. The ESL teacher gives these individual students the differentiated instructional support dependent on their performance on NYSESLAT modalities. Speaking, Listening, reading and writing activities that each individual student needs support with is created and designed with the student in mind. These students also receive additional ELA test preparation through the use of a Teacher Created Materials publication, "Targeted Reading Intervention" in a small group with an ESL teacher. These ELLs also are also required to attend Extended Day instruction which focuses

A. Programming and Scheduling Information

on academic intervention through the use of an online Literacy program called istation. The parent is also invited in to discuss any important family information and to offer recommendations for the family to follow with the student.

5d We do not have Long term ELLs in our school. Should we have such a population we will support them with more individualized instruction through the use of one on one academic intervention instruction by a certified teacher as well as the ESL teacher. The student's best form of instruction that addresses their learning style will be utilized and technology supports will be interwoven throughout their instruction. Their interests will be a big tool for finding the content to drive instruction so their best work can be achieved.

6 Our 12:1:1 3rd teacher follows the third grade curriculum for all content areas and the Common Core Standards for instruction of ELL-SWDs. She aligns her instruction of the third grade curriculum with the individual academic goals stated on each IEP of the students. She follows the Teacher's College Reading and Writing Units, the New York City Scope and Sequence for Social Studies and Science and Math in Focus curriculum. She makes the academic content more comprehensible through differentiations such as the use of graphics and visual cues, graphic organizers, interactive discovery center work, smartboard presentations, partner work, different paper choices and small groups led by the several paraprofessionals designated to their class. Goals are adapted to the learner, where students with alternate assessment are given goals appropriate to their skill set and learning abilities, while those who take standardized tests will focus more on increasing general and academic vocabulary, as well as reading skills and reading comprehension. The materials used are the third grade level Harcourt Science and third grade level Harcourt Social Studies textbooks that align with the third grade curriculum in these subject areas. For Math the classroom teacher uses IEP appropriate Math curriculum levels and Math in Focus Partner games on third grade level. For Literacy development the teacher uses 3 differentiated groupings for Foundations work based on student assessments and for the entire

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%	100%		
75%	75%		
50%	50%		
25%	25%		
	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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?

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. In order to support our ELLs in ELA, math and other content areas all of our current ELLs as well as our Former ELLs stay for Extended day time to work in small Academic Intervention groups conducted by a certified teacher on staff. They also utilize istation, a very streamlined instructional online Reading intervention program during this time as well as during Center time. This program does ongoing student assessment in creating individualized work and assessments. ESL teachers also create the necessary supports to assist with intervention needed for ELLs when pushing into a class. Under the Title III funding our school intends to offer a before school or afterschool test preparation program for our ELLs in preparing them for the NYSESLAT and the NYSELA. Test sophistication materials such as Stars ELA test Prep and PUT IN THE NAME OF THE NYSESLAT TEST PREP BOOK are used to support the intermediate and advanced ELL students in preparation for NYSESLAT as targeted intervention. The Wilson Foundations program is used as another support for ELA instruction with Beginner ELL students. For math and other content areas pictures, realia, charts and picture books were utilized to provide intervention for all.

9. ELLs who passed the NYSESLAT will be given two years of transitional support in the form of reading and math small group work during the Extended day period. Former third grade ELLs will receive ELA instruction in preparation for the New York State ELA for 3 periods a week by a certified ESL teacher. Classroom teachers of these former ELLs will be offered workshops that will aid the classroom teacher in implementation strategies and support to continue the former ELLs' success. The ESL teacher will also speak to the classroom teachers throughout the year regarding any additional supports that individual students may need. If it is recommended that a student receive further ESL supports then the ESL teacher may include them in specific content area lessons during ELL instruction.

10. One new technological improvement for this school year is the use of the Smartboard by all teachers of ELLs and an ipad by the ESL teacher in order to present additional auditory and visual cues to the learners. We have also added three new schoolwide programs; Tribes, Music & the Brain and istation. Tribes is a social emotional program that works to create a positive learning environment that values each individual learner and their contributions as a member of a school community. Tribes also incorporates ESL methodology and centers around intensive opportunities for oral, listening, and written development as the class is taught by a certified ESL teacher and many opportunities are provided for speaking, listening and writing practice under her direction. Music & the Brain is a systematic keyboard instruction program that is based on scientific and neurological research linking music and cognitive development. It works on the premise that when students receive sequential music instruction, it can impact their proficiency in language, reading, math and cognition. Istation is an academic intervention online program that provides individualized reinforcements based on regular student assessments and supports the teacher with targeted lesson plans that matches the student's personal academic needs. Istation will be utilized in our extended day time which all ELLs and former ELLs attend. The program will also be implemented by the ESL teacher during pullout sessions to support the ELLs individual needs as well. We also will be able to further expand our enrichment clusters this year as we have added grade 3 to our school and thus can offer more clusters that utilizes the talents and expertise of our new staff.

11. None of the programs or services will be discontinued for ELLs.

12. ELL students are included in all enrichment activities such as TADA, Studio in a School, Music and the Brain, Reach the World and Enrichment Clusters. ELLs are also offered the opportunity to enroll in the afterschool program Wingspan, an arts themed program that is housed in our school. Through Title III funding the school will offer an afterschool ESL class which will utilize such materials as Picture prompts to practice speaking and writing, Bookflicks, an online program that reads books to students and enables them to practice listening and comprehension and the NYSESLAT test prep publication, "Getting Ready for the NYSESLAT and Beyond."

13. To support our ELLs instructionally all classroom teachers have access to Smartboards in the presentation of their lessons and have the ability to offer an interactive approach that is more visual and hands on in teaching all of the subject areas. In partnership with the organization Reach the World, second and third grade students are able to interact with online travelers and learn about several countries' culture, geography and customs through use of a smartboard and skype. The ELLs are supported with the Wilson Foundations Literacy program, leveled library and guided reading books, books on tape, Smart Board instruction, istation Academic Intervention online program,

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. In order to support our ELLs in ELA, math and other content areas all of our current ELLs as well as our Former ELLs stay for Extended day time to work in small Academic Intervention groups conducted by a certified teacher on staff. They also utilize istation, a very streamlined instructional online Reading intervention program during this time as well as during Center time. This program does ongoing student assessment in creating individualized work and assessments. ESL teachers also create the necessary supports to assist with intervention needed for ELLs when pushing into a class. Under the Title III funding our school intends to offer a before school or afterschool test preparation program for our ELLs in preparing them for the NYSESLAT and the NYSELA. Test sophistication materials such as Stars ELA test Prep and PUT IN THE NAME OF THE NYSESLAT TEST PREP BOOK are used to support the intermediate and advanced ELL students in preparation for NYSESLAT as targeted intervention. The Wilson Foundations program is used as another support for ELA instruction with Beginner ELL students. For math and other content areas pictures, realia, charts and picture books were utilized to provide intervention for all.

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11. None of the programs or services will be discontinued for ELLs.

12. ELL students are included in all enrichment activities such as TADA, Studio in a School, Music and the Brain, Reach the World and Enrichment Clusters. ELLs are also offered the opportunity to enroll in the afterschool program Wingspan, an arts themed program that is housed in our school. Through Title III funding the school will offer an afterschool ESL class which will utilize such materials as Picture prompts to practice speaking and writing, Bookflicks, an online program that reads books to students and enables them to practice listening and comprehension and the NYSESLAT test prep publication, "Getting Ready for the NYSESLAT and Beyond."

13. To support our ELLs instructionally all classroom teachers have access to Smartboards in the presentation of their lessons and have the ability to offer an interactive approach that is more visual and hands on in teaching all of the subject areas. In partnership with the organization Reach the World, second and third grade students are able to interact with online travelers and learn about several countries' culture, geography and customs through use of a smartboard and skype. The ELLs are supported with the Wilson Foundations Literacy program, leveled library and guided reading books, books on tape, Smart Board instruction, istation Academic Intervention online program, Book Flicks online, Reading A-Z online, visual cues supporting all charts, shared reading and choral reading. The ESL room also offers

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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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.

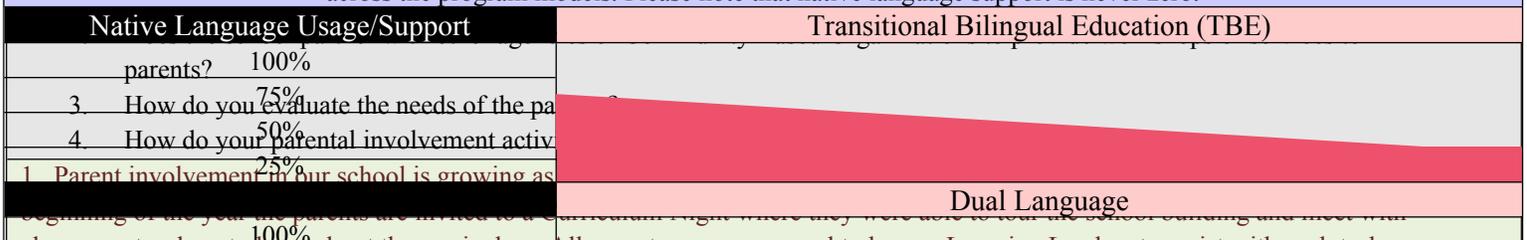
1. The Curriculum Specialist along with the ESL licensed teacher will conduct workshops throughout the school year to support teachers with ELL students during designated staff development days of October 6th, November 8th, December 15th, January 5th, March 22nd, April 19th, and May 24th of this school year. Teachers will view short videos from the Institute of Education Sciences (IES) that show strategies focusing on effective literacy and English Language Arts instruction for English language learners and teaching content area vocabulary and academic vocabulary to English language learners. Some of the topics covered explain how to use scaffolding techniques, how to conduct a read aloud with English learners, using ELL strategies to support ELLs in Enrichment clusters, an overview and information session on our school's LAP and how to make differentiation for ELLs in meeting the requirements of the Common Core Standards in Language Arts, Math, Social Studies and Science. Classroom teachers will also be guided on the implications of using Teacher's College Reading and Writing Project with ELLs by a TC Staff Developer who will regularly confer with teachers on their students' individual needs and the necessary supports the teacher needs to meet them. ELL teachers will attend the TC calendar days that focus on instruction of ELLs. ELL teachers will also attend various CFN Network 406 staff development workshops as well as citywide DOE ELL workshops that are offered throughout the year such as the Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs workshop that has been scheduled for several sessions throughout this school year.

2. In order to support teachers of ELLs who are transitioning from early childhood to grade school, teachers receive staff development on differentiating literacy and math instruction for ELLs in coherence with the Teacher's College Reading and Writing Project by Teacher College consultants and a Math in Focus staff developer. The ESL teacher also works closely with the classroom teachers of ELLs to address the students needs and make recommendations on ensuring more effective learning for ELLs. For transitions from elementary to middle school the guidance counselor and parent coordinator meet with parents of ELLs and discuss the differences in programs and expectations for the students in middle school. The guidance counselor will plan for an intervistation at the nearby middle school where students can see firsthand what the school is like. The school guidance counselor will receive PD on the transition of ELLs to middle school thourgh workshops offered by the NYCDOE and our CFN network.

3. As per Jose P staff will participate in 7.5 hours of ELL training. The focus of our school's PD on Election day will be looking at the implications of ELL learning in all of our schoolwide academic and enrichment programs. One topic of these trainings will be on teaching strategies for developing vocabulary in both content areas and in natural language contexts. Other topics will cover the six types of scaffolding identified by Walqui, developing Academic English and strategies to support all ELL students in Enrichment Clusters. After staff has completed the 7.5 hours they will receive a certificate of completion and a copy will go in their files. Attedance of their presence at trainings will be recorded.

Native Language Usage and Supports

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



E. Parental Involvement

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

1. Parent involvement in our school is growing as we continually seek out ways for them to play a more active role in the school. At the beginning of the year the parents are invited to a Curriculum Night where they were able to tour the school building and meet with classroom teachers to learn about the curriculum. All parents are encouraged to become Learning Leaders to assist with such tasks as helping with the running of the school library, grant writing, organizing and setting up schoolwide events and family nights, lunch duty, classroom clerical tasks and running the School Uniform Swap. All parents are invited to participate in school wide activities such as Bear Night, Coffee with the Principal every other month, Enrichment Clusters Showcases at the end of each of our three Enrichment cycles, Winter and Spring Music/Dance concerts and the PTA led fundraisers and School spirit events. All parents are also offered the opportunity to act as Class parent of their child's class to organize the parents and be a liaison for their needs and contributions to the classroom teacher. Translators are always available at these functions for ELL parents to be included and able to have a voice within the events themselves.

2. We have a partnership with Learning Leaders. They provide training to parents in various languages as needed.

3. Parent needs are evaluated with the support of our Parent Coordinator, the PTO and our Community Liaison. All correspondence with the parents are in the parent preferred language of communication as indicated on the student's HLIS. We have on staff various staff members who translate and communicate in the parent's preferred language. They include Ms. Amy Liu, a Chinese speaking paraprofessional; Ms. Diana Matyunenkova, our Russian speaking Community Assistant; Ms. Luz Garcia, a Spanish speaking paraprofessional; and Ms. Nasreem Haq, a Urdu speaking paraprofessional. At the beginning of the year an Interest Survey is sent home and filled out by the families regarding their own experiences, expertise and interests. Surveys regarding school initiatives are given at PTO meetings and their results are discussed at SLT meetings. Our Child Study team meets with parents who are in assistance of physical, emotional, social or academic supports for their child and themselves. Class parents are also in touch with parents regarding their needs and concerns. The school is always in communication with teachers, support providers and the Parent Coordinator regarding parent communications and inquiries.

4. All parent involvement activities utilize the school's available translators, Ms. Lui, Ms. Matyunenkov, Ms. Garcia and Ms. Haq and/or provisions are made to secure all necessary translators. All literature regarding these parent activities are sent home in their preferred language of communication as indicated on the student's HLIS. Parents who need support in other areas will receive it from our Curriculum Specialist. Workshops will be held to provide parents with academic support. The principal, Curriculum specialist and Math Coach regularly provide workshops at the monthly PTO meetings. This year the first one will be an information session on the Academic Bundles and Performance Tasks in creating and assessing student work. The school's Data inquiry will be explained as well regarding the work examining student writing of informational texts and math inquiry.

B. Programming and Scheduling Information--Continued

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

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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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2. We have a partnership with Learning Leaders. They provide training to parents in various languages as needed.

3. Parent needs are evaluated with the support of our Parent Coordinator, the PTO and our Community Liaison. All correspondence with the parents are in the parent preferred language of communication as indicated on the student's HLIS. We have on staff various staff members who translate and communicate in the parent's preferred language. They include Ms. Amy Liu, a Chinese speaking paraprofessional; Ms. Diana Matyunenkova, our Russian speaking Community Assistant; Ms. Luz Garcia, a Spanish speaking paraprofessional; and Ms. Nasreem Haq, a Urdu speaking paraprofessional. At the beginning of the year an Interest Survey is sent home and filled out by the families regarding their own experiences, expertise and interests. Surveys regarding school initiatives are given at

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. Parent involvement in our school is growing as we continually seek out ways for them to play a more active role in the school. At the beginning of the year the parents are invited to a Curriculum Night where they were able to tour the school building and meet with classroom teachers to learn about the curriculum. All parents are encouraged to become Learning Leaders to assist with such tasks as helping with the running of the school library, grant writing, organizing and setting up schoolwide events and family nights, lunch duty, classroom clerical tasks and running the School Uniform Swap. All parents are invited to participate in school wide activities such as Bear Night, Coffee with the Principal every other month, Enrichment Clusters Showcases at the end of each of our three Enrichment cycles, Winter and Spring Music/Dance concerts and the PTA led fundraisers and School spirit events. All parents are also offered the opportunity to act as Class parent of their child's class to organize the parents and be a liaison for their needs and contributions to the classroom teacher. Translators are always available at these functions for ELL parents to be included and able to have a voice within the events themselves.

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4. All parent involvement activities utilize the school's available translators, Ms. Lui, Ms. Matyunenkov, Ms. Garcia and Ms. Haq and/or provisions are made to secure all necessary translators. All literature regarding these parent activities are sent home in their preferred language of communication as indicated on the student's HLIS. Parents who need support in other areas will receive it from our Curriculum Specialist. Workshops will be held to provide parents with academic support. The principal, Curriculum specialist and Math Coach regularly provide workshops at the monthly PTO meetings. This year the first one will be an information session on the Academic Bundles and Performance Tasks in creating and assessing student work. The school's Data inquiry will be explained as well regarding the work examining student writing of informational texts and math inquiry.

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)	3	1		4										8
Intermediate(I)		4		1										5
Advanced (A)	4	6	8	3										21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	7	11	8	8	0	0	0	0	0	0	0	0	0	34

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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)
Josephine Sportella-Giusto	Principal		
	Assistant Principal		1/1/01
Nicole Devivo	Parent Coordinator		1/1/01
Ann Casalan	ESL Teacher		1/1/01
Robert Yee	Parent		1/1/01
Christine DiSanti	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ellen Lotz	Coach		1/1/01
Maria Rogalle	Coach		1/1/01
Sandro Grancaric	Guidance Counselor		1/1/01
Sandra Litrico Pappas	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K682** School Name: **The Academy of Talented Scholars**

Cluster: _____ Network: **406**

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.

The Home Language Identification Survey (HLIS) is the first piece of data considered when assessing our translation needs. Specific attention is given to the Part 3 Parent Information section on the HLIS. Part 3 specifically asks "In what language would you like to receive information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation.

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.

Present data indicates that we have a need for written and oral translation at this time. We have come to this conclusion based on collected data from the HLIS that were filled out by each parent at the time of registration. The majority of HLIS of currently enrolled LEP identified students state that the preferred language for written and oral communication with the school is Chinese and Russian.

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.

We have the ability to provide a myriad of language translation. Amongst our staff we have fluent speakers of English, Russian, Chinese, Spanish, Urdu and Italian. Our parents also volunteer their services for written translations. We also make use of the Interpretation and Translation Unit of the New York City Department of Education. Through these varied resources we are able to provide written translation of all class and school-wide notices as well as DOE letters and documents to the parents in all required languages.

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

The school will provide parents with oral interpretation through our on-staff personnel who speak Chinese, Russian and Spanish. For any other language needs that arise we intend to utilize parent volunteers as well as the Interpretation and Translation Unit of the New York City Department of Education.

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>.

PS 682K will complete and submit Translation Request Forms along with the document to be translated as far in advance as possible, but at least one week prior to set the date for distribution. PS 682K will make every effort to consistently seek feedback from parents to ensure that they have access to the school community and that they are being supported, so they in turn may be active in the school community. The full text of Chancellor's Regulations A-663 is on file in room 214. This text is available to anyone requesting to view this regulation. There is a bulletin board designated for parents to receive pertinent information. This bulletin board is visible upon entry in the main hallway

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will be offering a morning class, a "Title III CCLS Literacy Support" Class for all of our ELLs of all proficiency levels. The class will be held on Tuesday mornings from 7:10-8:10 am for 18 sessions running from January 10th to May 22nd. It will consist of two classes, Kindergarten & 1st grade and Second & Third grade. Two certified ESL teachers will be teaching these two classes. The course will be assisting ELLs with the kinds of literacy skills they need to have to be able to meet Common Core ELA standards in Speaking, Reading and Writing. The school will also be offering an afterschool ELA/Math State Test Preparation course called Project Success specifically for third grade former ELLs, current ELLs and students whose overall grade was 1 or 2 in Literacy & Math. The school analyzed the third grade ELA and Math assessment data and from the findings concluded that a Test Preparation Academy was needed. According to the analysis of data on Teacher's College Assessment Pro for Reading Levels, 44% of all third grade students are either at a benchmark of 1 or 2 of meeting the standards. According to the most recent Math report card grades given in November 2011, 49% of all third graders are at benchmarks of 1 or 2 of meeting the standards in math. The course will also be offered to all third grade students as the school sent a notice out to all third grade parents surveying their interest in having their child attend such a test preparation course and the majority of responses was yes. The course will provide additional support in preparation for the New York State exams. There will be two classes that meet on Mondays, Wednesdays and Thursdays from 3:15pm -4:45pm. It will run for 30 sessions starting in January. There will be two certified Elementary Education teachers teaching the afterschool ELA/Math Test Prep course. One of these two teachers is certified in ESL and will switch between the two classes for 45 minutes at a time on two of the days and the third day a different certified ESL teacher will push-in to the two classes for 45 minutes at a time. The ELL program will be using Anastasio's NYSESLAT and Beyond Test Prep and Mondo Big Picture Chart writing and discussion prompts as supplemental materials. The Afterschool ELA /Math will be using Buckle Down by Triumph Learning Publishers. The school will also be ordering a take at home Test Practice book.

Part C: Professional Development

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

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

Begin description here: One ESL Title III teacher regularly attends Teacher's College Calendar Days and has thus far attended the following all day TC workshops: "Eye to Support ELLs" covering cultural, environmental, native language considerations and literacy supports; "Uncover Secrets to Reading/Writing Workshop- Common Core Standards for ELLs" covering ways to improve writing such as collaborating with other students and the use of student created rubrics; and "Many Voices: Meeting

Part C: Professional Development

the Literacy Challenges of Linguistically Diverse Students" covering topics of the importance of student dialogue and the comprehension skills of identifying main idea and supporting details. This teacher as well as two classroom teachers with ELLs and or SWD/ELLs are also attending our CFN network's series of 6 hour workshops titled, "Supporting SWDs & ELLs in Meeting the CCLS through Universal Design for Learning" set for 11/29, 1/30, 3/30. To meet our school goals of Student Engagement & Higher Level Questioning all teachers of ELLs receive professional development at Lunch & Learns, Morning Study Groups and weekly Teacher Team Meetings. They are offered study groups by our Curriculum Specialist, Ellen Lotz including a "Literacy Study Group" focusing on Guided Reading, Questioning and Discussions, and a "Math Study Group" covering topics as Engaging Students in Mathematics by using a variety of Group Work Models by our Math Coach Maria Rogalle. These study groups meet weekly for the two months of November and December in the morning from 7:15am -8:00am. The teachers also have the option of attending 45 minute monthly Lunch and Learns which focus on topics of questions about TC Reading/ Writing Units of Study, administering and assessing Running Records, and making ELL modifications. All of these topics apply to teachers of Title III because the teachers are responsible to know the kinds of reading and writing activities that ELLs perform in class as well as what is expected of them. All weekly teacher team meetings focus on the Chancellor's instructional expectations that include looking at student work to inform and deepen our teaching practice. Professional development half days have focused on creating performance tasks that model after the ELA exam and meet the Common Core Curriculum Standards. All of the available PD which includes pieces on engaging them as learners and using higher order thinking questions will greatly benefit the Title III teachers' instruction in preparing students for the demands of their classwork as well as the NYSESLAT and State Exams.

Part D: Parental Engagement Activities

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

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

Begin description here: Our school places an importance on parents of ELLs becoming familiarized with the new Common Core Literacy Standards and being supported in meeting the academic expectations it holds for their children. The school also places a high priority on parents being involved in volunteer opportunities that will help them become more aware of school programs and be able to view first hand the kind of learning experiences their children are having. At the start of the school year all parents were invited to a Curriculum Night held on September 20th from 6:00pm -6:45pm which gave parents an overview of the curriculum, educational programs and the classroom protocols that their children will be taught with. On November 9th parents were invited to a morning one hour "Parent as Partners" workshop which covered the explanation of Just Right Reading levels and the supports that parents can use in reading with their children. The workshop was presented by Ellen Lotz, the school's Literacy Coach. On November 9th in the evening the school's Principal Intern Maria Rogalle presented

Part D: Parental Engagement Activities

an overview of the Common Core Standards in Literacy at the monthly PTO meeting which all parents are invited to. On December 7th Ellen Lotz, the Curriculum Specialist presented on the Math Common Core Learning Standards to the PTO in the evening. All parents were invited as well. At the upcoming January PTO meeting the ESL coordinator, Ann Casalan will be presenting an overview of the Title III morning CCLS Literacy class and the curriculum and strategies being used as well as the rationale and logistics for it. She will also be giving an overview of the NYSESLAT exam. At this PTO meeting Maria Rogalle, Principal Intern will be presenting on the afterschool Project Success class as well. In mid February the school will be holding a Literacy/Math Home-School Evening which all parents and their children will be invited to which will be celebrating their children's achievements in literacy and math as well as involving all in fun activities that will promote more awareness and understanding of the kinds of literacy/math expectations for their children. Mid March Ellen Lotz will be inviting parents of students at the 1 and 2 benchmark in ELA to a workshop titled, "How to Help Struggling Readers" at 9 am. It will provide suggestions and tips on how to engage their child in their literacy learning. In order to ensure the encouragement of ELL parents to attend all school workshops we offer translators of Russian, Chinese and Spanish through the use of our bilingual Paras, Teaching Assistants and Community Assistant. The PTO meetings provide translators as well through their parent volunteers. The school also translates letters sent home in all the languages requested by the parent as indicated on the Home Language Survey.

All parents are encouraged to become "Learning Leaders" in our school to volunteer for various functions such as assisting with our weekly Enrichment clusters, class library visits, class parent roles, etc...

All of our parents can retrieve important schoolwide information on our school website as well as the class pages on the site that list home school connection recommendations for our parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	Before School ESL Class: \$1,802.16 (18 sessions for 2 Teachers at rate of \$50.06 per/hr) Afterschool Class: \$5,256 30 sessions for 2 Teachers at rate of \$50.06 per/hr: \$4,505 10 sessions for 1 Certified ESL Teacher at \$50.06 per/hr: \$751	Before School ESL Class: Two certified ESL teachers will be paid at teacher per-session rate to provide instruction to ELLs in Before School Program for 18 one hour sessions Afterschool Class: One certified Common Branches teacher and one certified Common Branches teacher with ESL certification will be paid for 39 one-half-hour sessions & one certified ESL teacher will be paid for 12 one and a half-hour hours sessions to provide

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Total: 7,058.16	instruction to ELLs, former ELLs and non-ELLs.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		At no cost to Title III
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$4000	Instructional Materials to support the Before and After School Programs: Attanasio NYSESLAT Test books, At Home Practice Book, Mondo Publishers Big Picture Charts and small nonfiction literature, Math/ELA Test prep books
Educational Software (Object Code 199)		
Travel		
Other	parent supplies & afterschool snacks \$142	Supplies to support the parent engagement activities small nutritious snacks
TOTAL		\$11200.16