



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HARRIET TUBMAN LEARNING CENTER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M 154

PRINCIPAL: ELIZABETH JARRETT **EMAIL:** EJARRET@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

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
ELIZABETH JARRETT	*Principal or Designee	
CATRICE DAVIS	*UFT Chapter Leader or Designee	
ALMEISHA HOBSON	*PA/PTA President or Designated Co-President	
MARGARET DALTON	SLT Chairperson	
JUNE NELSON	DC 37 Representative, if applicable	
RAYMUNDO DE JESUS	CSA Representative	
MONICA EMMETT	Member/UFT	
	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

By June 2012, there will be an increase in student achievement in ELA by 5 – 7% in the number of students performing at proficiency levels (Levels 3-4) based on the NYS ELA test.

Comprehensive needs assessment

- Summary of the results of student performance on the 2011 NYS ELA test for grades 3-5:
 - A) There was an increase of students performing at levels 1 and 2 by 4% compared to 2010 ELA test which was 69%.
 - B) There was a decrease of students performing at proficiency levels (Levels 3-4) by 4% compared to 2010 ELA test which was 32%.
 - C) There were no students who performed at level 4 on the 2011 NYS ELA test.
- Writing – Based on the ELA test spring of 2011, the number of students who took the tests in Grade 4 failed to show progress with their writing skills.

Instructional strategies/activities

Our target population includes students in grades 3-5, including Special Education and ELL students.

- Uninterrupted Schoolwide Literacy block has been scheduled to ensure that students meet the ELA State and Common Core standards that will engage students in fluency, guided practice, independent/shared reading activities, pre-writing skills, interactive, shared and independent writing activities. Third and Fourth grade classes are using Journeys Reading program which addresses the reading and writing skills pertinent to the ELA tests. During literacy block, students are grouped according to their reading levels in a smaller group setting. Writing is imbedded in the Journeys' curriculum components. Fifth grade classes will continue to use the Balanced Literacy program (Readers and Writers Workshops).
- Read-aloud, Shared reading and Guided reading are integrated on a daily basis especially during the Literacy block.
- Rigorous instruction will focus on higher order thinking skills, student engagement, and immersion to various comprehension strategies, including but not limited to: interpreting pictures, questioning and meta-cognition, classifying information, story sequence.
- Push-in and pull-out support provided by Teachers College Reading Buddies.
- Continuous implementation of the I-Zone Program for grades 3 and 4 specifically Compass Learning Odyssey for grade 3 and SuccessMaker for grade 4. Expected student usage is for 30 minutes, daily, not including instructional time.
- Benchmark unit assessment for the Journey program will be administered to monitor student progress.
- After school programs teach test sophistication, improvement of reading comprehension skills and writing skills.
- Administrative support via observation and feedback to teachers to determine professional development needed.
- Extended Day instructional program for a minimum of 4 hours weekly to support students performing below proficiency levels.
- Various assessments data will be used to track students' growth in literacy during the course of the year. These data will be compared to initial benchmark data to determine growth and inform instruction.

Reading instruction will be included in all subject areas across the curriculum.

- Students will engage in accountable talk through flexible grouping and specific assignments.
- Teachers will provide AIS services – small group instruction for targeted at-risk students.
- Teachers will work with literacy coach and/or consultants to differentiate instruction and improve pedagogical skills in order to target students' needs.

- Writers Workshop activities will serve to engage students in shared writing, the writing process, journal writing, note taking and writing for a variety of purposes in all curriculum areas.
- Professional development will be provided by literacy coach/consultants, focusing on differentiated instruction, one on one conferring, best practices, data analysis, tasks and rubric formulation.
- Network PD support integrating Depth of Knowledge (DOK) in curriculum planning.

Strategies to increase parental involvement

- Parent Coordinator organizes the Learning Leaders for parents to provide assistance and services in the school community.
- Parent workshops on common core state standards, different area contents, adult education, etc. are scheduled on a monthly basis.
- Once a month Social Friday has been established to provide open line communication between school and home. This program allows the parents and the principal to network.
- Newsletters and other forms of communication will be utilized to inform parents about school and parent activities.
- PTA will conduct monthly meetings with parents to inform about school activities and to encourage parent participation.

Strategies for attracting Highly Qualified Teachers (HQT)

- On-going high quality professional development which will target all staff members' individual needs.
- Constant instructional support provided by administration, coaches and consultants.
- Network Professional Development workshops are offered to teachers.
- Well-rounded school environment.

Service and program coordination

- Teacher College Reading Buddies program targets "At risk" students from grades 1 – 4 as reading intervention. The program allows TC student-interns to pull-out students and push-in to the classrooms.
- Carmel Hill Funds promotes reading through the use of Accelerated Reading program. Teachers assess students' comprehension skills via AR quizzes site. Teachers use the AR Enterprise program to interpret data.
- New York Historical Society provides schoolwide Social Studies curriculum support that exposes students to historical artifacts. They engage students to research, projects and other hands-on activities. Writing is integrated in the program.
- The following programs are involved in the Afterschool Program which also focus on improving student academic achievement:
 - 1) Harlem Children Zone – Extended Learning Program
 - 2) Harlem Commonwealth Council – Think, Move, Grow (Book Club)
 - 3) Verizon – Mentoring Program
 - 4) Community Works – Making a Difference in Harlem

Budget and resources alignment

- Tax levy and Title 1 will be used to fund Professional Development, instructional curriculum, materials, and staff salaries.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, there will be an increase in student achievement in Math by 5 – 7% in the number of students performing at proficiency levels (Levels 3-4) based on the NYS Math test.

Comprehensive needs assessment

- Summary of the results of student performance on the 2011 NYS Math test for grades 3-5:
 - A) There was an increase of 1% of students who performed at levels 1 and 2 in comparison to the previous year's (2010 NYS Math test) which was 68%.
 - B) There was no growth in terms of 2010 and 2011 NYS Math test. Both years had 32% combined levels 3 and 4.
 - C) There was a decrease of level 4 by 3% in 2011 NYS Math test.
- Writing – Based on the Math test spring of 2011, the number of students who took the test in Grade 4 failed to show students' thinking process in the written component of the test.

Instructional strategies/activities

Our target population includes students in grades 3-5, including Special Education and ELL students.

- **AIS** – push-in and pullout support will be provided by Teachers College Math Buddies to improve concept development and ensure differentiated instruction in Math. Math AIS teacher also provides push-in and pull-out services to students who performed in spring 2011 Math test as Level 1 and low level 2.
- Continuous implementation of the I-Zone Program for grades 3 and 4 specifically Compass Learning Odyssey for grade 3 and SuccessMaker for grade 4. Expected student usage is for 30 minutes, daily, not including instructional time.
- Teacher College Math consultants will continue to provide professional development to teachers with the emphasis on data analysis, formulation of mathematical tasks, rubric-making, problem-solving and writing in math content.
- Everyday Math Benchmark unit assessment will be administered to monitor student progress.
- After school programs increase students' time on task in mathematics for additional instruction. The programs also teach test sophistication, and improvement mathematical thinking through written form.
- Administrative support via observation and feedback to teachers to determine professional development needed.
- Extended Day instructional program for a minimum of 4 hours weekly to support students performing below proficiency levels.
- Various assessments data will be used to track students' growth in lmath during the course of the year. These data will be compared to initial benchmark data to determine growth and inform instruction.

Strategies to increase parental involvement

- Parent Coordinator organizes the Learning Leaders for parents to provide assistance and services in the school community.
- Parent workshops on common core state standards, different area contents, adult education, etc. are scheduled on a monthly basis.
- Once a month Social Friday has been established to provide open line communication between school and home. This program allows the parents and the principal to network.
- Newsletters and other forms of communication will be utilized to inform parents about school and parent activities.
- PTA will conduct monthly meetings with parents to inform about school activities and to encourage parent participation.

Strategies for attracting Highly Qualified Teachers (HQT)

- On-going high quality professional development which will target all staff members' individual needs.
- Constant instructional support provided by administration, coaches and consultants.
- Network Professional Development workshops are offered to teachers.
- Well-rounded school environment.

Service and program coordination

- Teacher College Math Buddies program targets "At risk" students from grades 4 – 5 as Math intervention. The program allows TC student-interns to pull-out students and push-in to the classrooms.
- Carmel Hill Funds promotes mathematical thinking through the use of Accelerated Math program. Teachers assess students' math skills through the use of online math word problems. Teachers have access the Math Enterprise program to interpret data.
- The following programs are involved in the Afterschool Program which also focus on improving student academic achievement:
 - Harlem Children Zone – Extended Learning Program
 - Harlem Commonwealth Council – Think, Move, Grow

Budget and resources alignment

- Tax levy and Title 1 will be used to fund Professional Development, instructional curriculum, materials, and staff salaries.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012 instructional leaders will increase the amount of time spent in classrooms regularly observing teachers and providing clear feedback using a common rubric to improve teacher effectiveness and strengthen student achievement.

Comprehensive needs assessment

- Based on the School's Progress Report 2011, Student Progress and Student Performance are rated D. The school administration needs to monitor rigorous instruction at all time.
- Based on the Quality Review 2011, it has been suggested to work with teachers to ensure the use of inquiry-based approach that includes "looking at student work" in order to inform consistent adjustments to curriculum, instruction, assessments and resources.

Instructional strategies/activities

- Each supervisor will participate in ongoing professional development in terms of the use of the common rubric to support teachers.
- Supervisors will conduct formal and informal observations using the common rubric to collect evidence and provide professional feedback to teachers.
- Teachers have been introduced to the framework and have been provided with the rubric to utilize for self-monitoring.
- Principal will schedule a goal setting meeting with teachers individually to identify an area/skill that needs to be strengthened in order to impact student achievement. The goals will be reviewed during the spring semester.
- Teacher feedback will be provided in a timely manner when observations and walkthroughs are conducted.
- Professional development will be provided to teachers based on observation evidence, individual teacher professional development plan and school-wide initiatives.

Strategies to increase parental involvement

- N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing feedback from supervisors after observations and walkthroughs in a timely manner to improve pedagogical skills.
- Ongoing high quality professional development which will target all staff members' individual needs.
- Constant instructional support provided by administration, coaches and consultants.
- Network Professional Development workshops are offered to teachers.
- Well-rounded school environment.

Service and program coordination

- N/A

Budget and resources alignment

- Tax levy and Title 1 will be used to fund Professional Development, instructional curriculum, materials, and staff salaries

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

- By June 2012, the school will have an organized policy system in place, in line with our School Wellness Policy to improve the health of our students by promoting healthier school environment.

Comprehensive needs assessment

- As a result of the Alliance for a Healthier Generation Healthy Schools Inventory, and the SHI with the CDC, it was determined that improvement is needed in the areas of Student Wellness and Staff Wellness, and Parent Involvement.
- We need to continue to educate our parents about the use of competitive food and beverage choices
- Fitnessgram results indicate the need to target student population with a BMI over the 95 percentile which indicates obesity; 20% of our student population fall in this category

Instructional strategies/activities

- Involve all members of the school community in the process of change.
- Re-assess school health and wellness policies
- Student involvement on the School Wellness Council
- Integrate healthy behaviors (physical activity) and good nutrition in instructional activities
- Teach Move to Improve lessons in classrooms to increase students' physical activities.
- Tai Chi in the classrooms
- Funbrain in the Classroom
- Hopping for Health during recess
- HOPS (Healthy Options and Physical Activity in Schools) targeting students with 95 percentile BMI
- Participate in the Mighty Milers walking program (2X) per week.
- Continued participation in the Girls on the Run program.
- Veggication Program educating students about fruits and vegetables and how to make healthy food choices.
- Implementation of Fresh Fruit and Vegetables in-class snack program.
- Continued weekly aerobics instruction sponsored by the Department of Health to support staff.
- Continued weekly ZUMBA instructions to students (Fridays) and staff (Mondays)
- Implement an in-class garden program from the Birds Nest Foundation in a kindergarten classroom to introduce them to how vegetables are grown.
- Swim for Life increases physical activity and provides lifelong training
- Open Airways program targets the asthmatic population with healthy eating strategies and movement to build lung capacity,
- Waterjets in accessible to students to encourage drinking water instead of sugar-based beverages
- DOE approved beverage vending machines in the lunchroom

Strategies to increase parental involvement

- Information sessions with parents to include them in the School Wellness Council
- Parent Workshops focusing on health and nutrition during the school year
- Participation on the weekly aerobics instruction Shape-Up NYC, sponsored by the Department of Health.
- Participation of parents during weekly Zumba instruction in the auditorium (Fridays), and Monday with staff afterschool.

Strategies for attracting Highly Qualified Teachers (HQT)

- N/A

Service and program coordination

- NYC Department of Health that sponsors the Shape-Up NYC aerobics instruction
- Cool School Food provides plant-based entrees as alternative choices for students
- CookShop Program (NYC Food Bank)

Budget and resources alignment

- Recipient of the Morningside Alliance Grant for the P.B.I.S. initiative
- Recipient of the Strategic Alliance For Health Excellence in School Wellness Award grant
- Bird's Nest Foundation Grant
- Fresh Fruit and Vegetable Grant

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

- By June 2012, the percentage of students achieving at proficiency levels (Levels 3 and 4) on the 4th Grade NYS Science Test will increase by 5%.

Comprehensive needs assessment

- Based on the NYS Science test 2011, 76% of the 4th grade students performed on proficiency levels (Levels 3 and 4) and 24% of the students performed levels 1 and 2.
- Students' constructed responses in their science test need to improve. Their writing must show coherence and must reflect the experimental process.

Instructional strategies/activities

- Simulation and interactive technology will be incorporated throughout the school year to support the science curriculum.
- There will be school-wide participation in the annual science fair.
- Off site professional development will be provided for all classroom teachers and science cluster teachers to learn how to effectively demonstrate and implement explorations and experiments through inquiry and practice.
- A science vocabulary list will be used in science instruction and a word wall to display it with each new unit and should be evident through content area discussions and assessments.
- Present information concerning science curriculum at monthly grade-level meetings.
- In partnership with the New York Horticultural Society, Third Grade students will learn about plant and animal life through constructing and exploring indoor and outdoor gardens, visiting local farmers' markets and the Brooklyn Botanical Gardens.
- In partnership with the Food Bank for New York City's CookShop Program, lower grade students (Pre-K to 2) will learn about nutrition through exploration and chef (cooking) lessons using various produce. Parents also will participate in the adult version of the CookShop Program with the Parent Coordinator to reinforce learned skills and knowledge at home.
- Implement end of the unit assessments for Science to integrate common core state standards.
- Plan field trips to extend students' understanding of the unit of study in Science.

Strategies to increase parental involvement

- Provide Cookshop program workshops to parents
- Extend invitation to parents to attend field trips
- Science experiment workshops to parents
- Invitation to attend annual Science School Fair

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing feedback from supervisors after observations and walkthroughs in a timely manner to improve pedagogical skills.
- Ongoing high quality professional development which will target all staff members' individual needs.
- Constant instructional support provided by administration, coaches and consultants.
- Network Professional Development workshops are offered to teachers.
- Well-rounded school environment.
- Provide opportunities for staff to participate in the GE foundation PD sessions at Teachers College.

Service and program coordination

- CookShop program (NYC Food Bank)
- STEM program as sponsored by the GE foundation at Teachers College

Budget and resources alignment

- Tax levy and Title 1 will be used to fund Professional Development, instructional curriculum, materials, and staff salaries

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	20	0	N/A	N/A	0	0	0	0
1	19	0	N/A	N/A	2	0	0	0
2	14	0	N/A	N/A	0	0	0	0
3	15	21	N/A	N/A	2	0	0	0
4	10	22			1	0	0	0
5	0	18			4	0	0	0
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	Services are provided to all levels 1 and 2 students (includes ELL's and students with disabilities.). Students are streamed during literacy block according to their reading levels. Reading and Writing are taught in small group setting. TC Reading Buddies Services are providing individual tutoring of levels 1 and 2 students 4x a week. For the lower grades RSVP (Experience Corp) provides AIS support to students who are considered reading below grade level. Constant quiz-taking of students using Accelerated Reading program monitors student progress in term of their comprehension skills.
Mathematics	Level 1 and 2 students are serviced daily for intervention services using The Enterprise Accelerated Math program. The students are serviced in small groups as well as push-in support during the math block by a math specialist. Individual tutoring services are also provided to level 1 and 2 students 4x a week by Teacher College Buddies Services are provided during the school day.
Science	FOSS is the schoolwide science curriculum. Students are immersed into the process of scientific method. Writing is integrated to record the experimental process and students' reflection with regards to the learned scientific concepts. The hands-on activities and written reflections will assist students to deepen their understanding of scientific concepts.
Social Studies	Social Studies curriculum is integrated in all content areas. The New York Historical Society is providing the school wide instructional support to teach Social Studies units in the classroom. Students are exposed to primary and secondary sources especially with the appreciation of historical artifacts. The program also includes project-based research.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides support (At-risk) counseling to students who demonstrate a need for short term counseling intervention. The counselor conducts in-class lessons on conflict resolution and organizes the schoolwide Positive Behavior Intervention Support program.
At-risk Services provided by the School Psychologist	The school psychologist will complete evaluations for students that have been referred for diagnostic testing due to academic deficits and other presenting issues.
At-risk Services provided by the Social Worker	The Social Worker will assist in the evaluation process for students that have been referred for evaluation.
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 Christop Groll/Renardo Wright	District 05	Borough Manhattan	School Number 154
School Name Harriet Tubman Learning Center			

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

Principal Elizabeth Jarrett	Assistant Principal Raymundo DeJesus/ CM DyBuncio
Coach Roslyn Odinga	Coach Carol Dominguez
ESL Teacher Marlene Acevedo	Guidance Counselor Wendy Mejia
Teacher/Subject Area Jenny Tsang, grade 1	Parent Almeshia Hobson
Teacher/Subject Area Yvonne La Roche, grade 5	Parent Coordinator Monique Kennedy
Related Service Provider Shirley LaiQuong	Other
Network Leader Renardo Wright	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	378	Total Number of ELLs	66	ELLs as share of total student population (%)	17.46%
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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. 

At C.S. 154 we offer ELL services to entitled general education and special education students. The population who participates in our Freestanding ESL Program is the following: nine Kindergarten students; seventeen first grade students in a self-contained ESL setting; eight second grade students, fourteen third grade students, eight fourth grade students; and ten fifth grade students. The Special Education population has twelve students served as per their IEPs.

During the registration process of their child in school, parents fill out a Home Language Identification Survey (HLIS) provided by the school secretary. When administering the HLIS, translated versions are available for parents in their native language and further assistance is given by the ELL teacher when needed. To accommodate parents and students with native language support, we have access to interpreters of low incidence languages (i.e., Wolof and other African dialects,) and bilingual pedagogues are able to assist native Spanish speaking parents; also Chinese and Korean if needed. The ELL teacher reads every newly admitted student's survey in order to verify which students speak a language other than English at home. The answers to this document will establish eligibility for the English Language Assessment Battery Revised. If a parent states that another language is spoken or understood at home, it may be an indication that the child may be eligible to be tested. Before a formal assessment is administered, an informal interview is conducted by the ELL teacher. The parent is also interviewed. Some of the questions that are asked are: "Is English spoken at home? Which language is predominant at home?" "Is the student literate in his/her home language?" Subsequently, the student is interviewed. The ELL teacher asks the student: "What do you like to eat?" "Where do you like to play when it's sunny outside?" "How many brothers and sisters do you have?" If the student shows English proficiency that approximates to that of a native speaker, (i.e., grammar, word order, and a correct answer for each question) LAB-R is not administered. For those students who are eligible to take the LAB-R, and Spanish LAB if applicable, the assessment is administered within the first ten days of their enrollment in the school. The manual scores determine if the student is eligible to receive ELL services. If the student is an eligible ELL, s/he is thus placed in an ELL Program. To annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT,) the testing coordinator along with the ESL teacher examines the ATS roster of students eligible to take the NYSESLAT. After identifying students eligible for NYSESLAT, the testing coordinator and ELL teacher prepare a schedule of tests based on testing dates, components of NYSESLAT and grade level bands. In order to provide information about the test, the literacy coach and ELL teacher offer parents a workshop explaining the contents of the test and provide a Parent Guide that offers details about it. Students are also notified they need to take the exam. When it is time to administer the exam, the self contained and pullout/push-in ESL teachers administer the tests to students. ELLs take the NYSESLAT every spring, until they exit from entitlement to ELL services and become "Former ELLs."

After identifying students eligible for ELL services, entitlement letters and continued entitlement are sent home in the mail, notifying the parents of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school. Parents are notified of this event via letters and phone calls. In addition, flyers are sent home with the students. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL), parents are presented the Orientation Video for Parents of Newly Enrolled English Language Learners. It is available in nine different languages and explains all three NYC program models. After the video, the Parent Coordinator and ELL teacher offer a question and answer

session and finally parents complete the Parent Survey and Program Selection Forms at the end of the session. In addition, other pedagogues as well as administrators in our school are fully bilingual, with our staff being able to communicate with parents who speak: Spanish, Chinese- Mandarin, Toisanese, and Fookien; Tagalog and Korean, if necessary. The Parent Coordinator has a network of parents who speak low incidence languages (i.e., Wolof, Arabic, French, among others) and are available to translate important information to parents who do not speak and understand English. To ensure Parent Surveys are returned to our school by those parents who did not attend the parent orientation, the Parent Coordinator in collaboration with the ELL teacher make follow up calls and schedule one on one meetings. The ELL teacher keeps log of parent surveys that have been returned and the information is entered on ATS upon submission. Parents also have the opportunity to participate in other parent activities in the school and receive ELL information on an individual basis; such as the Parent Breakfast and School Open House. The Pupil Accounting Secretary notifies the ELL personnel of any newly admitted student throughout the school year in order to continuously administer the LAB-R to eligible students upon their enrollment in the school, and provide them with the mandated services. Letters are sent in the mail to parents, notifying them of their child's placement in an ELL program. These letters are always sent out in English and in the parents' native language, if it is available.

The criteria and procedures followed to place identified ELLs in a bilingual or Freestanding ESL Program are by looking at the Parent Surveys. The default program is TBE, but for the past few years, there has been a pattern of most parents of ELLs requesting the Freestanding ESL Program as their number one choice in the Parent Survey and Program Selection Form. Recently, a first grade and third grade parent have expressed their desire to enroll their children in a Dual Language Program. Four parents have selected the Transitional Bilingual Program, one whose child is in the third grade and three in the fifth grade. To open a TBE Program, we need 15 students or more who speak the same native language, in a same grade or two consecutive grades requesting the program, or not filling out a Parent Survey. Not having the sufficient number of students to start said programs in our school, parents have been notified they have the option to transfer their children to a school that has a Dual Language Program and a TBE Program available. These parents have rejected to transfer their children to another school and are satisfied with their children being part of a Freestanding ESL Program at our school.

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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained		1												1
Push-In	2		1	2	2	2								9
Total	2	1	1	2	2	2	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	52	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	14	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	52		2	14		1				66
Total	52	0	2	14	0	1	0	0	0	66

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

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	7	10	4	9	3	6								39
Chinese														0
Russian														0
Bengali		1		1	1									3
Urdu														0
Arabic	1	1	2	1	3	2								10
Haitian														0
French		2				1								3

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	2	3	1	1								11
TOTAL	9	17	8	14	8	10	0	66						

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?

C.S. 154 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years. In addition, we strive to develop literacy and academic skills. Common Core standards and assessments are implemented to ensure pupils are provided opportunities to equal access to all school programs and services. Beginning and Intermediate ELLs receive 360 minutes of explicit ESL instruction a week whereas Advanced ELLs receive 180 minutes of explicit ESL instruction a week. NYSESLAT data is analyzed for the purpose of creating a schedule that allows all students to receive the amount of minutes they need of ESL instruction. The program models that take place in our school are Push-in and Pull-out for grades K-5 and a self contained class for grade 1, taught by two ESL teachers who are fully certified. For the pullout model, an instructional approach of Content-based ESL is utilized. Classroom teachers and the ESL teacher teach content areas, and these are the vehicles for second language learning. The students in the self-contained class are grouped together for the entire day, and all subjects are taught in English using ESL methodologies. For the Pull-out model, students are grouped by grade and proficiency levels. Sometimes two consecutive grades may exist in one pullout group, for example grade 2 and 3 Beginning ELLs may be Pulled out in a same group, grade 3 and 4 Beginning and Intermediate ELLs may be grouped together in order to comply with the 360 weekly minutes of mandated ESL time. NYSESLAT Data is meticulously analyzed to create flexible groupings. The goal of our ESL Program is to provide instruction in learning environments where students' needs and differences are acknowledged and respected, and encourage English proficiency. In order to reach these goals, we provide scaffolding strategies such as modeling, schema building, bridging,

A. Programming and Scheduling Information

contextualization, among other strategies that allow students to participate more fully in their language tasks. We strive to use content areas as medium for second language learning, focusing on vocabulary, developing literacy through thematic units. Content areas are delivered in English with native language support. We also make sure the students comprehend instruction of linguistically challenging material by using strategies such as rephrasing questions, expanding vocabulary, providing additional time on challenging material, presenting realia in different content area subjects (i.e., visual aids such as maps, globes, illustrations, photographs, manipulatives, among others) to increase comprehension.

Instruction for ELLs is differentiated according to NYSESLAT Data. The first step to differentiate is identify the students' English proficiency level. After that, within the different proficiency levels, other data is utilized to create inquiry groups and target specific needs such as listening, reading, writing, or speaking. Within the language skills, there may be other components that need to be addressed, such as comprehension, fluency, accuracy, among others. Then students are grouped together with students with similar needs and small group instruction is provided in order to meet their academic needs.

For the school year 2011-2012, C.S. 154 has no students identified as SIFE. In the event a SIFE student becomes part of our community, this student will work in settings that fit his/her needs. "Small group or cooperative learning, important for all ELLs" (Holt, 1993) is ideal for SIFE. Also using data to group students with similar academic needs will be beneficial for these students.

Newcomers are provided with a risk free, welcoming environment to meet the transitional needs of these newly arrived immigrants. These students are encouraged to become involved in learning their new language through role plays, simulations, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior knowledge and build on the skills they already have in order for them to acquire new skills. Native language support may be provided, through home language print, technologies, translations in the native language and encouraging "buddy systems" of students who speak a same home language. When a new student is registered in our school, it is crucial to find out if they are literate in their native language in order to provide materials that will support them academically (i.e., books, glossaries, dictionaries). Students and teachers work together improving listening, speaking, reading and writing skills. Focus is given to phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, as well as reading comprehension. Students who have to take state exams (i.e., ELA, Math, etc.) are taught explicit test taking skills and are encouraged to enroll in the school's After School Program for further support. In order to provide ELLs native language support, state exams maybe administered in the student's native language or when unavailable, translators are hired to support students. Newcomers receive explicit instruction that addresses their transitional needs and academic needs, as well as language development strategies. Listening comprehension is mainly targeted with newcomers, through the use of software and web based programs. Teachers work with newcomers in a rigorous language development program in order to prepare them to take the required ELA test after one year.

At C.S.154, some of our upper grade students have received ELL services from 4-6 years. Teachers regularly read assessment data to monitor the student's progress in all content areas and better differentiate instruction for specific academic needs. The skills that prove to be more difficult are targeted in small group settings. According to 2011 NYSESLAT data, our students are struggling in reading and in writing. The focus will be for teachers to target vocabulary development, and introduce students to new authors and genres to improve reading skills; via the use of graphic organizers, modeling, chants, songs, rubrics and a print rich environment. These are some of the components that enhance our daily teaching routines.

For the present school year 2011-2012 there are no Long-Term ELLs enrolled in our school. In the event that any of our students become long term language learners, we would use different data such as NYSESLAT, predictive assessments and teacher observations in order to identify where the student needs most help and provide instruction that addresses those needs.

In order to meet the needs of students with special needs, teachers are familiar with students' IEPs and particular needs. All services are provided accordingly to the IEP mandates. IEPs indicate any disabilities the students may have, and guide what accommodations need to be made during instruction and testing. There is also ongoing communication between the teachers and related services personnel who work with these students as well as the parents, as a means of exchanging strategies and sharing assessment data to help these students perform on grade level. We currently have no activities to assist newly enrolled ELL students before the beginning of the school year, as these students have not been identified at this time of the school year. It is when school begins that the ESL teacher screens HLIS forms and tests students to determine ELL entitlement.

Courses Taught in Languages Other than English

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

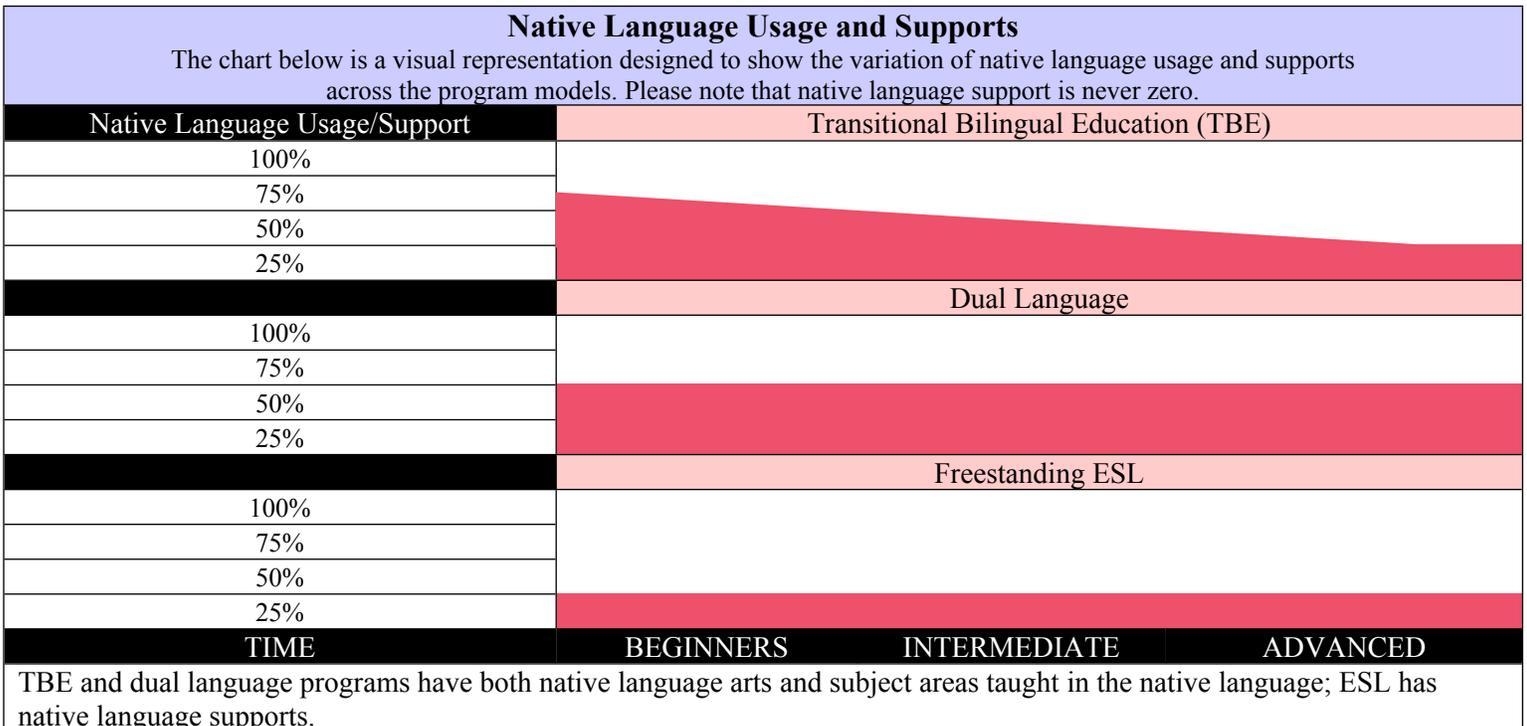
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

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

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



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?

Some of our intervention programs, for newcomers language learning is enhanced through listening programs such as English in a Flash and Rosetta Stone, Imagine Learning English Program in addition to audio books. Meet the Superkids, from the Rowland Reading Program is utilized in our school with grades K-2 in whole class and small group settings, including students with different proficiency levels of English. This program teaches and assesses students' strengths and weaknesses in literacy. Some students who struggle with reading have also reading buddies who tutor them one-on-one using different strategies that help them become successful readers. Grade 3 and 4 students work with Journeys, which is a balanced literacy program that aims to develop vocabulary, listening and reading comprehension skills, and writing. All English Language Learners in our school work with the Imagine Learning English Program, which helps students develop phonemic awareness, fluency, comprehension in reading and listening, as well as vocabulary in English.

Former ELLs continue to have transitional support for two years, receiving testing modifications during state exams. These students are entitled to have additional time and a separate location with a small group setting to complete the exam. In this separate location, directions and passages may be read 3 times, and if needed; the students may use a glossary in their home language for translations of words of state exams except ELA. Pre-K through grade 2 teachers utilize the Pearson's Work Sampling System, which is an instructional assessment to document and assess students' skills, knowledge and behavior across curriculum areas with the purpose of enhancing teaching and learning.

The materials chosen to support ELLs and develop English proficiency are components of the Wilson Language Basics and Foundations Programs are used to support students identified with special needs, Pearson's Words Their Way Study, Empire State NYSESLAT ESL test prep book, New York State Coach: ELA and New York State Coach: Mathematics. Web based programs, such as Imagine Learning English Program and English in a Flash are implemented as additional aids to those students who have limited listening and speaking proficiency.

Native language support is delivered in the Freestanding ESL Program through the use of bilingual dictionaries and print and materials in the native language. Buddy systems are also encouraged among ELLs. Students who are literate in their native language are given the opportunity to complete state exams- with the exception of the English Language Arts test and NYSESLAT, in their native language. For lower incidence languages, students are provided an oral translation to complete the test. ELLs have the opportunity to attend an after school program in our school funded by the Harlem Children's Zone. In this program, students are provided with explicit test taking strategies. In addition, they work with the Imagine Learning English and English in a Flash Program and are also provided with their academic needs in math and English language arts. Some of the instructional materials used to support ELLs are "pictionaries," flashcards, books, big books, word study notebooks, maps, globes, manipulatives, charts, among others. Materials are directly aligned with the curriculum and correspond to ELLs ages and grades and are relevant and related to their instruction in the ESL classroom and mainstream classroom. Materials are carefully selected to enhance instruction in content areas and second language acquisition.

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. In what ways are academic skills being taught in the target language? (math, science, social studies, etc.)

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.

Some of the different Professional Developments that will be addressed this year are: Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs. This is a series of 6 sessions, offered by the Office of ELLs. During some of our monthly faculty conferences, different staff members and outside speakers present topics to support teachers with effective instructional strategies. The ELL staff presents ELL related topics to classroom teachers such as analyzing NYSESLAT data, ESL methodology and strategies and differentiating ELL instruction. Teachers also meet regularly to discuss English Language Learners' academic progress, data and successful instructional strategies for ELLs. Secretaries attend any professional development sessions about ATS updates and ELL reports, and also attend sessions provided by the school CFN. ELL personnel also attend support PD for ELL related paperwork such as Part 154; LAP or BESIS. These sessions are also provided by the school CFN.

In order to assist ELLs as they transition from elementary to middle school, our guidance counselor initially meets with all fifth grade parents in a group during the School Open House to discuss expectations for their children in their last year at our school. Parents are provided with informational pamphlets- available in English and Spanish, and other languages upon request. The guidance counselor also plans a meeting exclusively devoted to the process of middle school selection and registration. In November, during the first Parent Teacher Conference Day, applications are distributed and explained in detail in order to facilitate the transition from elementary school to middle school. In order to comply with the minimum 7.5 hours of ELL training for all staff, teachers will be notified and will participate in on-site professional development sessions as well as outside sessions provided by the CFN. The training will include topics such as: NYSESLAT Data Analysis, Scaffolding Strategies and others.

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?

At The Harriet Tubman Learning Center Family we promote Parent Involvement by creating a welcoming parent friendly atmosphere. Information and materials are provided to parents in their home language, as well as interpretations during orientations and conferences. ELL parents are encouraged to be involved meaningfully in their children's education. Parents are invited to meet with classroom and cluster teachers four times a year; during parent orientations, Open School night, and parent-teacher conference days to discuss their child's academic progress. If requested by the parents, teachers are available to meet with them individually. Throughout the school year, the math and literacy coaches in collaboration with the ELL teacher plan different workshops for parents in which they discuss ELA, ESL and Math Standards and strategies to help their children achieve the expectations of state exams. In addition, the ELL Teacher and Guidance Counselor, Family Workers - all who are bilingual, along with our Parent Coordinator provide ELL Orientations, Parent consultations, and Parent Informational sessions. Parents are provided surveys upon their child's enrollment in the school in order to know their concerns and/or questions and are encouraged to be a part of activities that enrich our curriculum, (i.e., field trips and assemblies.) Our staff reinforces accurate information that is provided to parents in order to reach our goal by educating and increasing the positive relationship in the Partnership of schools and families. Our school partners with other agencies and Community Based organizations such as Harlem Children Zone's Afterschool Programs, Hollywood Golfers Inc., Parks Department with Shape Up NYC, Harlem Hospital, Metro-plus, Citi-Care Family Health Plus, CookShop, Parents Job Net, just to name a few. The Parent Coordinator evaluates the needs of the parents through surveys, conducting oral interviews, and phone calls; and is a direct link to parents to provide information on Parent Involvement issues and concerns, regarding their children, parent activities, workshops, and informational sessions based on their needs. The Harriet Tubman Learning Center Family recognizes that parent involvement is essential in the educational development of our youth. We conduct the surveys in order to facilitate various workshops based on the parents' responses, informational sessions, and support of our PTA, Learning Leaders Program, UFT Dial-a-Teacher, and other helpful links.

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	13	2	3	2	2								25
Intermediate(I)	0	2	0	5	2	2								11
Advanced (A)	5	3	5	6	4	7								30
Total	8	18	7	14	8	11	0	0	0	0	0	0	0	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	3			8
5	2	6			8
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	4		3		1				8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		7		1				9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		3		1		9
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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

As tools to assess the early literacy skills of our ELLs, our school uses data from TCRWP Running Records, Meet the Superkids and Journeys Programs, in addition to teachers' formative assessments. These data provide information to plan instruction and create flexible grouping depending on students' academic abilities.

NYSESLAT measures the English proficiency of ELLs. NYSESLAT data show that ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers and in grade 1. For the 2011-12 school year, our grade 1 and 3 populations are the largest ones. The data patterns reveal that the vast majority of our grade 3, 4 and 5 ELLs are proficient in listening and speaking, however it is the reading and writing that do not allow them to become fully proficient in the English language. After looking at the scores by modalities it was evident that the reading and writing scores cause some students to remain at the intermediate and most at the advanced level. These data help create a schedule by grouping students with the same proficiency level in their grades and tailoring instruction to address their needs. Instruction is differentiated so that students take part in a lesson that will help them progress academically meeting or exceeding standards.

The implications for the school's instructional decisions will be to continue to strongly target language development across the grades and content areas, provide additional support in reading and writing skills for advanced students in grade 3-5, target listening and speaking skills for newcomers, and target language modalities according to students' needs. Instruction offered to our ELL population is focused to assist students meet or exceed New York State and City Standards.

The school leadership and teachers use the results of ELL Periodic Assessments to learn students' strengths and weaknesses in English. These assessments measure three language strands- listening, reading and writing and helps us plan targeted instruction to help students meet state standards. The Native Language is not used during the administration of these assessments, however Native Language Support is provided during instruction, after analyzing the data. We evaluate the success of our ELL program by monitoring data to ensure that students make gains in terms of scores, move up English proficiency levels and meet grade standards in all subject areas.

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.

NYSESLAT 2011 Data

Grades	Listening & Speaking				Reading & Writing			
	Beginning	Intermediate	Advanced	Proficient	Beginning	Intermediate	Advanced	Proficient
1-2	33%	4%	46%	13%	62%	13%	17%	8%
3-5	3%	0%	36%	61%	14%	29%	57%	0%

Part VI: LAP Assurances

School Name: <u>Harriet Tubman Learning Center</u>		School DBN: <u>05M154</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Jarrett	Principal		10/6/11
Raymundo De Jesus	Assistant Principal		10/6/11
Monique Kennedy	Parent Coordinator		10/6/11
Marlene Acevedo	ESL Teacher		10/6/11
Almeshia Hobson	Parent		10/6/11
Jenny Tsang	Teacher/Subject Area		10/6/11
Yvonne La Roche	Teacher/Subject Area		10/6/11
Carol Dominguez	Coach		10/6/11
Roslyn Odinga	Coach		10/6/11
Wendy Mejia	Guidance Counselor		10/6/11
Renardo Wright	Network Leader		10/6/11
	Other		10/6/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M154 **School Name:** Harriet Tubman Learning Center

Cluster: 4 **Network:** Children First 4.02

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.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, several steps are taken. First parents fill out the Home Language Identification Survey. In this survey parents state what language (s) is (are) spoken at home. The data gathered from these surveys is then entered on ATS. When parents are sent written information home, they receive it in English and in some cases, the information may be translated into their native language. For lower incidence languages that have no written system, they receive written information in English only. Oral interpretations are the means of communication in order to provide parents any information related to their children's educational options and achievement.

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.

Some findings in our school's written translation are the majority of our non-English speaking parents speak Spanish at home. Arabic and French are another majority group. Few parents speak African dialects such as: Fulani, Soninke, Mandingo and Wolof. Some parents do not understand English and rely on oral interpretations and written translations to understand school related information. Within the first ten days of school, the Home Language Identification Surveys are read by the ESL teacher who informs classroom teachers of families who speak a language other than English at home.

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.

For the parents in our school who speak Spanish, we have school staff who are literate in Spanish and collaborate in translating documents. These documents include- flyers, letters, report cards and consent forms. In order to communicate with Arabic and French speaking parents, documents are sent to the Translation and Interpretation Unit and upon return, they are sent home to parents.

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.

Spanish speaking school staff is available to make oral interpretations via phone calls or during parent visits to the school for meetings and workshops. The Translation and Interpretation Unit services have been also utilized for oral interpretations (e.g., during parent meetings with teachers and parent-teacher conference night.) Parent volunteers who work with the African Services Committee are available upon the school's request to come in to our school to provide oral interpretations for parents who do not speak the languages covered by the New York City Department of Education (e.g., Fulani, Soninke, Wolof, Mandingo.)

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>.

In order to fulfill the requirements for translation and interpretation services, our Parent Coordinator welcomes parent visitors and provides information in the covered languages from the Department's website and the African Services Committee and explains how to access these services.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Harriet Tubman Learning Center	DBN: 05M154
Cluster Leader: Chris Groll	Network Leader: Renardo Wright
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Push-in periods
Total # of ELLs to be served: 26 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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: For the school year 2011-2012, the direct instruction supplemental program for ELLs in our school will be a Before school program and an After school program.

- **Rationale:** After analyzing 2011 NYSESLAT data, it was evident that our students have difficulties in reading and writing. ELA and Math scores were also analyzed and taken into consideration to create supplemental programs. The goals of our programs are to provide grades 3-5 students with activities to support their learning, and improve students' scores in state assessments by teaching test taking skills. This will be done by reinforcing students' academic needs in literacy and mathematics in addition to teach effective test-taking strategies and problem solving.
- **Subgroups and grade levels of students:** Grade 2, and selected grades 3, and 4 ELLs will participate in the Before School Program. Selected students were chosen based on their performance on NYSESLAT 2011. Grades 3, 4, and 5 ELLs will participate in the After School Program.
- **Schedule and duration:** Both supplemental programs will begin in January 2012 and will be in session until the second week of May 2012. The Before School Program will take place on Tuesdays and Wednesdays; starting at 7:00 A.M. and concluding at 8 A.M. The After school Program will take place on Wednesdays and Thursdays from 3:15- 5:15 P.M.
- **Language of instruction:** Given that our school offers a Freestanding English as a Second Language Program to our ELLs, students receive all instruction in English with native language support.
- **Certified teachers:** The Before School and After School Programs in our school will be taught by a certified ESL teacher.
- **Materials:** Students will be utilizing the Imagine Learning English Technology Program for periods of 30 minutes. Imagine Learning provides directions and support to students who speak Spanish, French and Arabic in their native language.

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

Part C: Professional Development

Begin description here: Our school provides opportunities to teachers for professional development and it is provided to teachers on an ongoing basis.

•Rationale: High quality professional development that is “of sufficient intensity and duration to have positive and lasting impact on the teacher’s performance in the classrooms.” In order to address the students’ academic needs, professional development has been planned.

- Teachers to receive training: PreK –grade 5

- Topics, schedule, provider:

1.) Incorporating ESL strategies in the regular classroom, February 6, 2012-After school, Staff member: ESL teacher;

2.) Imagine Learning Technology Program: Usage and Analyzing Data, December 2011-February 2012 During teachers’ preparation periods, Staff member: ESL teacher

3.) Common Core Standards Math- implications for ELLs, March 2011- June 2012

During teachers’ preparation periods, Staff member: ESL teacher

- Teacher to receive training: ESL teacher

- Topic, schedule, provider: Common Core Standards Math- implications for ELLs November 2011- March 2012, Office of ELLs- presenter Ann Shannon

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: Parents are encouraged to engage in activities that will impact higher achievement for ELLs.

Rationale: Parents have a right to know strategies to support their children’s education at home and encourage them to perform well in school.

- Topics to be covered, schedule, provider:

1.) Developing Literacy Skills at home- December 2011, Assistant Principal in collaboration with ESL teacher.

2.) New York State English as a Second Language Achievement Test (NYSESLAT)- January 2012, ESL teacher.

Part D: Parental Engagement Activities

3.) Developing Math skills at home- February 2012, ESL teacher in collaboration with Math coach.

- Parent notifications: Parents will be notified in writing via flyers that are sent home with students and posted in visible areas of the school. We strive to send home parent notifications in English as well as translated versions in their native language. The school Parent Coordinator collaborates in reaching out to parents via phone calls, to ensure we have the highest number of parents possible attend these meetings.

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 	\$6,758.10	Before and After school teacher to be paid at a rate of \$50.06 Schedule- January 3- May 10: 6 hours per week, 17 weeks.(17 weeks x 6 hours)=102 hours x \$50.06= \$3,404.08 (afterschool) \$ 1,702.04 (before school) After school training for K-5 teachers: Imagine Learning English Program- Training 6 K-3 teachers X 3hrs of training = 18 hrs. @ \$50.06 =\$901.08 5 grades 4-5 teacher X 3 hrs of training= 15 hrs. @ \$50.06= \$750.90 33 hrs of training @\$50.06= \$1,651.98 ☐
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$	☐☐☐

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2,961.00 \$1,084.00	Licenses- Imagine Learning English Technology Program Empire State NYSESLAT test prep books grades 2-5
Educational Software (Object Code 199)		
Travel		
Other	+ approximately \$397 left over from prof. salaries	Refreshments for parents during parent workshops, educational games for student to work at home; such as dominoes, flashcards, chutes and ladders
TOTAL	\$11,200	