



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** P.S. / I.S. 187 HUDSON CLIFFS SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M187

**PRINCIPAL:** MS. CYNTHIA CHORY

**EMAIL:** CCHORY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. ELSA NUNEZ

**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
Cynthia Chory	*Principal or Designee	
Dawn Powell	*UFT Chapter Leader or Designee	
Denny Kelk	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Viki Manolas	Member/Teacher	
Ileana Estrada	Member/Teacher	
Michael Palmieri	Member/Teacher	
Jan Hirsch	Member/Teacher	
Tory Frye	Member/Parent	
Susan Seitner	Member/Parent	
Elena Deutsch	Member/Parent	
Farzana Kapadia	Member/Parent	
Ana Hernandez	Member/Parent	

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

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

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

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

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

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

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

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

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

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

By June 2012, 100% of the teachers will receive professional development to better support increased learning. Teachers and teams and departments will continue to draft curriculum units aligned to the CCSS. Teachers will plan necessary scaffolding for special populations and subgroups.

### **Comprehensive needs assessment**

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

For the 2010-11 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), 2009-2010 New York State Testing (ELA, Math and Science), and DOE-administered Learning Environment Survey (LES).

The School Quality Review (SQR) noted the many strengths of 187, including that it is a clean, safe and orderly environment, conducive to teaching and learning. Other strengths included the school making strategic organizational decisions to support teaching and learning, school-wide math and writing rubrics aligned to the Common Core State Standards, and the analysis of a range of data in order to identify trends to inform instructional decisions.

The SQR identified the need to increase academic rigor at 187, particularly considering the new Core Curriculum state standards. The review noted several weaknesses, including the lack of evidence of higher order thinking skills and analytical and evaluative thought processes. As well, the review noted the need for more effective use of DI strategies to both support and challenge our students. The need to analyze teacher-team developed, standards-aligned assessments was also identified. Other data analysis weaknesses were identified, including continued analysis of performance and goal attainment.

According to 2010-11 ELA results reported on nySTART, the # of students tested in each subgroup, and the percentage attaining a proficiency level of 3 or above are as follows:

## 2011 NYS ELA Exam

### Aggregate Performance

Level 3 and Above | Level 2 and Above

Subgroup	All Grades	
	# Tested	%L3+
All Students		
School	499	52%
Disability Status		
General Education	427	58%
Students with Disabilities	72	14%
Ethnicity		
American Indian or Alaska Native	5	80%
Asian or Pacific Islander	23	70%
Black or African American	15	33%
Hispanic or Latino	310	40%
Multiracial	2	100%
White	144	75%
Gender		
Female	263	58%
Male	236	44%
English Proficiency		
English Proficient	452	56%
Limited English Proficient	47	6%
Economic Status		
Economically Disadvantaged	499	52%

## 2011 NYS MATH Exam

### Aggregate Performance

Level 3 and Above | Level 2 and Above

Subgroup	All Grades	
	# Tested	%L3+
All Students		
School	505	72%
Disability Status		
General Education	433	79%
Students with Disabilities	72	32%
Ethnicity		
American Indian or Alaska Native	5	100%
Asian or Pacific Islander	25	84%
Black or African American	15	73%
Hispanic or Latino	313	64%
Multiracial	2	100%
White	145	87%
Gender		
Female	267	73%
Male	238	71%
English Proficiency		
English Proficient	452	76%
Limited English Proficient	53	42%
Economic Status		
Economically Disadvantaged	505	72%

An analysis of the above data reveals that our lowest performing groups in ELA are Students with Disabilities (14% proficient on ELA), and Limited English Proficient (6% proficient on ELA). While these groups fare better in Math – Students with Disabilities (32% proficient on MATH) and Limited English Proficient (42% proficient on MATH), they continue to perform much lower than other groups.

### Instructional strategies/activities

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

d) timeline for implementation.

The professional development team, comprised of teachers and administrators, met during professional development meetings in May and June to set goals for this year, one of which was to improve critical thinking and differentiation of instruction to meet the needs of our various sub-groups, including English Language Learners and Students with Disabilities. It was decided that professional development was needed. *AUSSIE* professional developers were interviewed and selected to work with the staff (September). The focus is curriculum mapping, examining students work through the lens of CCSS and developing performance-based assessments. The ELA *AUSSIE* professional development began in September and is twice a month until January. The Math professional development from the *AUSSIEs* began in October and is one day a week for eight weeks. A group of teachers from a variety of grade levels and disciplines participated in Network professional development workshops in *Hess' Depth of Knowledge (DoK)* , Universal Design for Learning and curriculum mapping (these began in August, 2011 and are being offered on an on-going basis).

Another way we are addressing rigor is through study of a shared, complex text. In May of 2011, representative 3<sup>rd</sup> and 4<sup>th</sup> grade teachers went to a professional development offering that examined how to promote critical thinking skills through shared inquiry discussion. After lead teachers met with the provider for *Junior Great Books*, they presented administration with their findings. At this point, the grant to improve Literacy instruction in the Elementary School procured from the Cornell Family Foundation was earmarked for *Junior Great Books* professional development and materials. Teachers received the initial two-day *Shared Inquiry* training in early September before school opened. The *Junior Great Books* consultant is conducting the onsite portion of the training on separate full-day visits in October, November, December, and January of this academic year.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent

community.

- In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

**Service and program coordination**

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

Professional development will assist in our growth in critical thinking and differentiation to meet the needs of our subgroups. We have scheduled the Professional Development providers on days where there are Common Planning Periods to facilitate the timing and scheduling. Each provider will have a different teacher as the point of contact with the follow-up, to take place at the beginning and end of the day with either the principal or A.P. Ms. Burns coordinates the "Junior Great Books" provider that works with grades 3 and 4. Ms. Manolas coordinates the schedule for Ms. Olivia Atanasovska, the AUSSIE literacy provider, for grades 5-8 and K -2. Ms. Daskaris coordinates the schedule for the AUSSIE Math provider, Mr. Ross Linegar. Each teacher has assisted these providers in setting up lab sites, scheduling their visits, and conducting team meetings.

**Budget and resources alignment**

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

The Parents' Association provided \$20,000 for professional development, as well as a grant from the "Cornell Family Foundation", for Junior Great Books.

**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 September of 2011, 100% of the teachers will utilize CCSS writing rubrics to assess student work. By December 2011, 100% of the teachers will assess student work collaboratively using these rubrics. By June 2012, a team of teachers will revise these rubrics, as needed, for use in the next academic year.

**Comprehensive needs assessment**

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

For the 2010-11 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2009-2010 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents.

On the 2011 ELA tests, 51% of all of our students met or exceeded standards. The highest proportions of students who met or exceeded standards in ELA were in third through fifth grades (between 60 and 62%) with these proportions dropping in grades 6 and 7 (between 48 and 49%) and 8<sup>th</sup> grade (31%). Large disparities in performance by race/ethnicity exist across all grades, with between 70 and 100% of these students white, Asian and Native American/Alaskan Natives meeting or exceeding standards, as compared with only 40 to 47% of Latino/a students.

In 2010, on the ELA tests, just over half (53%) of all of our students met or exceeded standards.

**Instructional strategies/activities**

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

In September of 2011, all teachers will examine the CCSS- aligned writing rubrics during common planning. Teacher teams are provided time during common planning once a week, grade conferences once a month, faculty conferences once a month, and professional development half days (6 times a year) to work collaboratively to review and assess student writing pieces using the CCSS-aligned rubrics. This collaborative effort will provide teachers with a forum in which they may bring up questions for discussion, resolve issues, compare notes, etc. Teachers will assess student writing pieces using these tools throughout the 2011-2012 school year. The resulting data will be collected and analyzed by class, by grade, and school-wide in order to gauge student progress in writing and to inform instruction. In June 2012, a team of teachers will revise the rubrics, as needed, based on their collective experiences.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students’ work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
  - In collaboration with our CFN Network, we showcase our students’ progress with other schools in our network twice annually.

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master’s Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

**Service and program coordination**

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

Last year, the CEP template included a table, which we completed as follows:

Program Name	Fund Source (i.e., Federal,	Amount Contributed to Schoolwide Pool
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	<i>State, or Local)</i>	<i>(Refer to Galaxy for school allocation amounts)</i>
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

**Budget and resources alignment**

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

School Wide Programs, Fair Student funding is being used to provide common planning periods for teachers to review student work together as well as work on develop consistent, rigorous task. These funds also provided money for substitutes for intervisitation. 98% of Title I SWP was spent on teacher's salary.  
 100% of Title IIA Supplemental was spent on teacher salary.  
 32% of CFN was spent on teacher salary.  
 89% FSF funding was spent on teacher salary.

## ANNUAL GOAL #3 AND ACTION PLAN

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

### Annual Goal #3

By June of 2012, 100% of Grade 3-8 students will complete five writing pieces in which they cite data and/or evidence to support their stated thesis. Students will demonstrate a 25% growth in writing as evidenced by the growth from their first piece using the CCSS-aligned rubric.

### Comprehensive needs assessment

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

## GRADES 3-5

<b>ELEMENTARY SCHOOL Standards, Skills or Strands Data Matrices</b>			
<i>English Language Arts</i>			
Percent Students Meets/Exceeds			
<b>Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 3</b>			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	80	79	72
08-09	86	87	87
07-08	86	83	84
<b>Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 4</b>			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	73	75	n/a
08-09	76	85	79
07-08	77	73	78
<b>Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 5</b>			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	68	70	68
08-09	96	96	n/a
07-08	87	91	n/a
S.M.A.R.T. Leadership Team Data Packet - New York © QLD. 2009 v9.0			

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## GRADES 6-8

<b>MIDDLE SCHOOL Standards, Skills or Strands Data Matrices</b>			
<i>English Language Arts</i>			
Percent Students Meets/Exceeds			
<b>Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 6</b>			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	61	67	n/a
08-09	88	88	88
07-08	71	75	72
<b>Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 7</b>			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	59	66	58
08-09	92	90	91
07-08	81	79	80
<b>Skills, Knowledge, Concepts Analysis Data for ENGLISH LANGUAGE ARTS in Grade 8</b>			
Year	Writing, Listening, & Speaking for Information & Understanding	Reading, Writing, Listening & Speaking for Literary Response & Expression	Reading, Writing, Listening & Speaking for Critical Analysis & Evaluation
09-10	71	70	78
08-09	80	82	83
07-08	62	64	65
S.M.A.R.T. Leadership Team Data Packet - New York © QLD. 2009 v9.0			

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An analysis of the above ELA data by strand, collected over three years from 2007-08 to 2009-10, reveals that we have a noted weakness in the ELA strand: Reading, Writing, Listening, and Speaking for Critical Analysis & Evaluation. This data has led us to formulate our goal for writing with an emphasis on critical thinking.

**Instructional strategies/activities**

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

Teacher teams will be provided time during common planning weekly, grade conferences monthly, faculty conferences monthly, and professional development half days (6 per school year beginning September 2011) to work collaboratively to decide upon the five main writing pieces that students are to complete for the year. This collaborative effort will provide teachers with a forum in which they may design lessons, share best practices for guiding students through this writing process, and ensure that the writing assignments are CCSS-aligned, are rigorous and meaningful, and engage higher-order thinking skills. Teachers may also share their best practices through inter-visitations, the use of critical friends, book club discussions, professional learning communities and collaborative inquiry work. Teachers will support students in their writing by implementing various strategies, including differentiated instruction, tiering, scaffolding, instructional technology, and “read-discuss-write” activities. Success in the 21st Century requires a high level of writing proficiency drawing upon non-fiction texts, thus the emphasis for the writing assignments will be using non-fiction to write highly analytical and critical pieces. Along with grade level text that the teachers will be provided with, they will receive professional development training for working with ELLs and SWDs by in-house staff, Ms. Brady-Price, Ms. Jimenez, and Ms. Scariano. The teachers will also receive support from Ms. Donovan, SESIS state specialist. Ms. Donovan will be working with them beginning October, 2011. She will be working with the special education teachers as well as the general education teachers, to guide them in working with students with disabilities. Ms. Brady-Price, Ms. Jimenez and Ms. Scariano will provide workshops for ELLs and SWDs. Ms. Brady-Price, Ms. Jimenez, and Ms. Scariano will co-teach and model in classrooms various ways to meet the needs of these subgroups.

In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
  - In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

**Service and program coordination**

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

<b>Program Name</b>	<b>Fund Source (i.e., Federal, State, or Local)</b>	<b>Amount Contributed to Schoolwide Pool</b>
Title I, Part A (Basic)	Federal	\$460,299

Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

**Budget and resources alignment**

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

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.

89% FSF funding was spent on teacher salary.

## 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**

100% of the teachers who teach Social Studies will be trained in how to develop students' critical thinking skills. The Social Studies teachers will apply the CCSS writing rubrics to social studies writing pieces. By May of 2012, 100% of students will be able to cite source materials (primary and/or secondary) in support of their stated thesis. The thesis will be supported with relevant, developmentally-appropriate evidence.

### **Comprehensive needs assessment**

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

Please note the 5th and 8th grade are no longer taking Social Studies exam; therefore we are basing this goal on past data.

Among 5th graders tested in 2010, the majority (80%) performed at levels 3 or 4 in social studies, but just a quarter got a 4, the highest score. Less than half of our 8th graders receive a 3 or 4 in social studies and only 13% receive the highest score (4). Our school-wide performance in social studies is below the state median.

Graphic 1. Social Studies Scores, 4<sup>th</sup> and 8<sup>th</sup> grades

<b>Subject</b>	<b>3/4</b>	<b>4</b>	<b>Performance Index (100=state median)</b>
Social Studies (grade 5)	80%	25%	88
Social Studies (grade 8)	48%	13%	70

65% of parents “agreed” or “strongly agreed” that their children’s academic needs were being met in social studies school based needs assessment survey of parents, conducted in March/April of 2011. (of a 40% response rate). 27% of parents of children in grades K to 4 “disagreeing” or “strongly disagreeing” that their children’s needs were being met in social studies, as compared with 12% of children in grades 5 to 8 ( $X^2 = 7.22$ ;  $p=.007$ ).

**Instructional strategies/activities**

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

Social Studies teacher teams will be provided time during common planning weekly, grade conferences monthly, faculty conferences monthly, and professional development half day(6 per year)s to work collaboratively to develop grade-appropriate writing assignments. This collaborative effort will provide social studies teachers with a forum in which they may design lessons, share best practices for guiding students through the writing process, and ensure that the social studies assignments are rigorous and meaningful, and engage higher-order thinking. Social studies teachers will support students in their writing by implementing various strategies, including differentiated instruction, tiering, scaffolding, field trips, projects, multimedia research projects, use of varied technologies, and “read-discuss-write” activities. Students will use a variety of engaging materials to support the New York State social studies curriculum including: textbooks, primary and secondary source documents, newspapers, magazines, on-line articles, works of art, and other documents or objects that may provide context when studying a topic in history or in current events. The special education teachers and ESL teachers will model strategies and activities that can be used in the classroom.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students’ work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
  - In collaboration with our CFN Network, we showcase our students’ progress with other schools in our network twice annually.

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

**Service and program coordination**

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

<b>Program Name</b>	<b>Fund Source (i.e., Federal, State, or Local)</b>	<b>Amount Contributed to Schoolwide Pool</b>
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

**Budget and resources alignment**

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

With the limited funds available, teachers' salaries will come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.  
32% of CFN was spent on teacher salary.  
89% FSF funding was spent on teacher salary.

## 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 May of 2012, 100% of students will take part in hands on activities using the scientific method. They will be able to analyze and interpret data from both personal observation and external sources and share their results both verbally and in writing.

### **Comprehensive needs assessment**

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

In science performance, we found that the majority of 4th graders achieve either a 3 or a 4 on the state science tests and almost half get a 4. But, just 13% of 8th graders get a 4 on the science test.

Graphic 2. Science Scores, 4th and 8th grades

Subject	3/4	4	Performance Index (100=state median)
Science (grade 4)	81%	49%	88
Science (grade 8)	74%	13%	95

39% of parents of children in grades K to 4 “disagreed” or “strongly disagreed” that their children’s needs were being met in science, as compared with 19% of parents in grades 5 to 8 ( $X^2 = 11.92$ ;  $p=.001$ ).

### **Instructional strategies/activities**

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

We will continue to differentiate science instruction to meet the needs of our students. We will add more rigor to our current science curriculum in order to engage the students in higher order thinking and writing. We will do this by including hand-on experiments, use of instructional technology, and “read-discuss-write” activities in order to support the New York State science curriculum. Elementary school science teachers were trained by Aussie Professional Development in 2009-2010 & 2010-2011. Training included application of

the Socratic method. Teachers will be trained in scaffolding to meet the needs of students with disabilities and English language learning. The professional development will be ongoing from September through June 2012. The ELA AUSSIE professional development began in September and is twice a month until January. The Math professional development from the AUSSIE's began in October and is one day a week for eight weeks.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
  - In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.
  - Annual Science Fairs

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

**Service and program coordination**

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

FSF and Title I funds will pay for PD, teacher salaries and the materials used. These funds will also be used to pay for substitute teachers.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.

89% FSF funding was spent on teacher salary.

<b>Program Name</b>	<b>Fund Source (i.e., Federal, State, or Local)</b>	<b>Amount Contributed to Schoolwide Pool</b>
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

**Budget and resources alignment**

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

With the limited funds available, teachers' salaries will come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.

89% FSF funding was spent on teacher salary.

## ANNUAL GOAL #6 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 #6**

By June of 2012, 100% of math teachers will collaborate to create lessons, tasks, and assessments that are CCSS-aligned.

### **Comprehensive needs assessment**

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

For the 2010-11 academic year needs assessment, we analyzed data from several sources including the School Quality Review (SQR), School Report Card (SRC), English Language Arts (ELA), 2009-2010 Math and Science state tests, DOE-administered school learning environment (LES) survey and school-specific survey of parents.

On the 2011 math test, 72% met or exceeded standards in math. On the 2011 math tests, race/ethnicity disparities existed with between 80 and 95% of white students meeting or exceeding standards, as compared with 39 to 77% of Latino/a students.

We analyzed data across grades to look for differences in performance by grade. We found that poor performance in both ELA and math, defined as the proportion of children within the grade scoring below the target range<sup>1</sup>, generally increases in both areas by grade, whereas high performance is flatter, remaining more or less constant throughout the grades. For example in math, in 4th grade, 23% fell below the target range in number sense; 21% in geometry; 21% in algebra; 23% in statistics. These proportions remain about the same in 5th grade, but increase to @30% in 6th, @38% in 7th, but then come back down to the mid- to high-20% in 8th grade.

High performance in math, defined as the proportion of children within the grade above the target range, is flatter, with between 41-44% above the target range in the various strands in 4th; 46-51% in 5th; 43-48% in 6th; 33-44% in 7th; 48-52% in 8th. So it seems that the top remains the top, more or less, but that the below target groups grow somewhat and the middle gets smaller.

### **Instructional strategies/activities**

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

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<sup>1</sup> \* What is the target range? Per the state, "The information below is based on the New York State Learning Standards. These standards describe what your child should know and be able to do at this grade level. Your child's performance on each ELA standard is presented below as a Standard Performance Index (SPI). The SPI estimates the number of questions your child would answer correctly if there were 100 items per standard. Your child's performance on each standard is compared with the SPI target range. A student scoring within the target range demonstrates the expected understanding of the standard. The target ranges vary across standards because some standards may contain more difficult items than others.

- strategies/activities,  
d) timeline for implementation.

We will continue to differentiate math instruction to meet the needs of our students. In order to engage the students more effectively we will increase the development of higher order thinking skills in written tasks and class discussion. We will do this by including manipulatives, multi-sensory approaches, collaborative group work, use of instructional technology, and “read-discuss-write” activities in order to support the New York State math curriculum and the CCSS for math. Elementary school math teachers were trained by Aussie Professional Development in 2008-2009, 2009-2010 & 2010-2011. In the Intermediate School, from 2009-10, the teachers were trained by Math Solutions. In 2010-2011 I.S. teachers were trained as part of the Common Core pilot study. In 2011-2012 the intermediate school is continuing its training by an AUSSIE provider to continue its work in constructivist mathematical methods.

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

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students’ work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
  - In collaboration with our CFN Network, we showcase our students’ progress with other schools in our network twice annually.
  - Teachers of Everyday Math send home newsletters, and math games.

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and

interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

**Service and program coordination**

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

<b>Program Name</b>	<b>Fund Source (i.e., Federal, State, or Local)</b>	<b>Amount Contributed to Schoolwide Pool</b>
Title I, Part A (Basic)	Federal	\$46,0299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

**Budget and resources alignment**

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

With the limited funds available, teachers salaries with come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.

89% FSF funding was spent on teacher salary.

**ANNUAL GOAL #7 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 #7**

By May of 2012, 100% of students will be exposed to one or more art forms a minimum of once a week. The art forms may include, but are not limited to, visual arts, vocal music and instrumental music. In order to expose the students to additional arts experiences the "Friends of 187" have funded several art providers. Our goal is to maintain open communication and collaboration with these providers so that students get maximum benefit.

**Comprehensive needs assessment**

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

Between 60 and 65% of our parents agreed" or "strongly agreed" that their children's academic needs were being met in the arts according to our in house Parent Needs Assessment survey, conducted in March/April of 2010 (response rate of 40%). We found that, in terms of academic achievement, over 80% "agreed" or "strongly agreed" that their children's academic needs were being met in reading, writing and math. This difference in proportions was statistically significant ( $p < .05$ ).

**Instructional strategies/activities**

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

Grades K-4 will receive visual arts once a week, offered in 12 week cycles. Additionally in Kindergarten the "CityKids Art" will provide a ten week residence in visual arts instruction which combines a study of art masters and specific art experiences. Grades 5-8 will receive visual arts 1-3 times a week. Grade 8 students will have the opportunity to participate in a visual arts prep class if they are applying to specialized visual art high schools. Grades 4 through 6 students explore various aspects of architecture in the context of social studies.

Grades K-4 will receive vocal or general music instruction 1-2 times a week. Grade 5 will be offered instrumental music instruction 1-2 periods a week and Grades 6-8 will receive music instruction 2-3 periods a week. Grade 8 students will have the opportunity to participate in an instrumental prep class if they are applying to specialized music high schools. Eighth grade IS students will have assistance developing portfolios for high school applications.

In grade three the students are exposed to a ten week drama residency provided by Y.A.N.Y., which connects story telling, acting and folktales.

To ensure open communication and ongoing collaboration with these programs, we are implementing an assessment process. We have

scheduled pre-meetings with all providers, allocated professional development time for them to meet with the teachers, and implemented a check point after fourth and final sessions. The goal of this assessment process is to ensure this is best use of these funds to benefit our students.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parent orientation sessions (which disseminate information about the curriculum and CCSS) are offered in each classroom in September.
  - Parent/Teacher conferences (planned and ad-hoc) provide a way for teachers and parents to engage in a dialogue about student progress pertaining to this goal.
  - In order to create a Home-School connection, the Parent Bulletin (issued monthly) provides parents with tips on helping their child at home.
  - Parent workshops are offered by the school on the curriculum and the CCSS and its application to the students' work.
  - The School and PTA website is updated with pertinent curricular information.
  - Parents are invited to school events throughout the year to share work and celebrate student learning and accomplishments.
  - Morning coffee with Principal Chory is held on a monthly basis – a place where parents may ask questions and express their thoughts and concerns about how we are meeting this particular goal.
  - All progress made toward this goal is shared with the School Leadership Team (SLT) which includes leaders in our parent community.
  - In collaboration with our CFN Network, we showcase our students' progress with other schools in our network twice annually.
  - Parents are invited to school events Art and Music shows in grades K, 1&2, 3&4, 5-8.
  - Parents are invited to culminating activities from YANY, Marquis, City Kids Art
  - Students are work is displayed throughout the building.
  - School-a-Palooza
  - Jazz Concert
  - Family Nights featuring art and dance activities.

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

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

P.S./I.S. 187 engages in the selection of highly qualified staff. The teachers and administration form a hiring committee in early May and interview for intended vacancies which allows us the opportunity to find highly qualified teachers. Whenever possible, experienced

candidates with Master's Degrees are selected. In order to encourage professional growth, the school regularly conducts ongoing staff development sessions to nurture their professional growth and increase teacher retention.

**Service and program coordination**

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

Friends of 187, a 501c, has contributed over \$60,000 worth of funds for enrichment in the arts programming and f-status teachers to increase the arts.

<b>Program Name</b>	<b>Fund Source (i.e., Federal, State, or Local)</b>	<b>Amount Contributed to Schoolwide Pool</b>
Title I, Part A (Basic)	Federal	\$460,299
Title I, Part A (ARRA)	Federal	\$1,805
Title II	Federal	\$151,696
Title III	Federal	\$11,200
IDEA	Federal	\$5,507
C4E	Federal	\$88,487
Tax Levy (FSF)	State	\$3,477,344

**Budget and resources alignment**

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

With the limited funds available, teachers' salaries will come from FSF, Title I funding which pay salaries and allow from common planning times. This funding allows for lead teachers that will model and give professional development during the professional development half days.

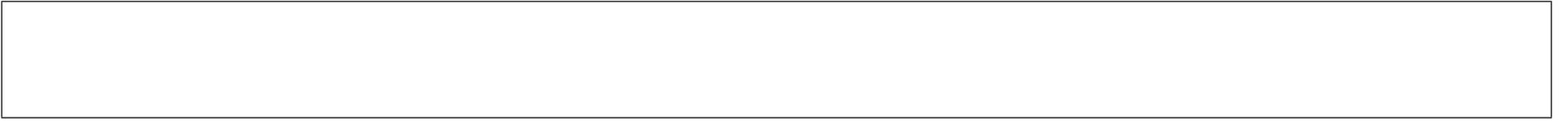
Friends of 187, a 501c has contributed over \$100,000 to support programming in the arts. Out of the three full time arts teachers, two of them are totally funded by FSF, and the third is funded: 84.99% FSF, 14.66% CFN and .35% SSS.

98% of Title I SWP was spent on teacher's salary.

100% of Title IIA Supplemental was spent on teacher salary.

32% of CFN was spent on teacher salary.

89% FSF funding was spent on teacher salary.



**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	13	13	N/A	N/A	3	0	1	0
<b>1</b>	15	15	N/A	N/A	1	0	2	0
<b>2</b>	20	20	N/A	N/A	3	0	2	0
<b>3</b>	15	15	N/A	N/A	3	0	1	0
<b>4</b>	8	3	3	2	1	0	2	0
<b>5</b>	4	4	2	3	1	0	1	0
<b>6</b>	7	4	4	3	4	0	2	0
<b>7</b>	10	6	2	3	3	0	2	0
<b>8</b>	10	6	6	4	4	0	2	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. In Grades K-3, the Foundations program is used to develop phonemic awareness, phonics, and fluency. In other grades, the type of program/strategy used varies depending on the needs of the students. AIS is also delivered during the day by Reading Specialists who service small groups in each grade during the Literacy block.
<b>Mathematics</b>	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.
<b>Science</b>	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.
<b>Social Studies</b>	Academic intervention is provided in small groups (15- 20 students) twice a week after school in 50-minute sessions. The type of program/strategy used varies depending on the needs of the students. Some teachers also elect a tutoring activity for their one menu period a week, which is used to focus on their neediest students.
<b>At-risk Services provided by the Guidance Counselor</b>	The Guidance Counselor provides small group counseling and individual counseling to address emotional, peer, and family issues that arise and impact the students in the school setting. She gives information regarding resources in the community that are available for further assistance. Where necessary, she provides counseling or referral to outside resources. Services are provided before, during, and after school.

<b>At-risk Services provided by the School Psychologist</b>	□ The School Psychologist makes recommendations based on testing (and observation) using psychometric exams for special education services. We also use the services of an outside consultant from New York Presbyterian Hospital for family and individual therapy.
<b>At-risk Services provided by the Social Worker</b>	The school Social Worker works with both the School Psychologist and Guidance Counselor to provide services as stated above. The Social Worker is also a member of the School Based Support Team to coordinate and monitor the services provided to students.
<b>At-risk Health-related Services</b>	Not applicable.

## PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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.

## **Parent Involvement Policy**

### **What is our definition of a good school/parent partnership policy?**

A strong partnership between parents and the school is essential. Parental involvement means the participation of parents in a regular, two-way, meaningful communication about student learning and other aspects of a child's life at school. The school seeks to ensure that parents are informed and actively engaged in their child's education. Parents are full partners in their child's learning and are included in decision making and on advisory committees to assist in the education of their child.

How can parents be involved in decision making?

- Parents are encouraged to attend and actively participate in monthly PTA (Parents' Association) meetings.
- All parents are welcome to observe monthly SLT (School Leadership Team) meetings.
- Parents may be asked to join a subcommittee of the PTA or the SLT.
- Parents can become elected officers of the PTA or members of the SLT.
- Parent surveys are conducted by both the SLT and the LES (Learning Environment Survey.)

How can parents be informed about their child's progress in school, and involved in activities that support their child in school?

- Parents are invited to pick up a copy of their child's report card and meet with the teacher at least twice a year. Morning and evening appointments are available.
- Parents can contact the child's teacher to arrange a meeting that will take place in a timely manner.
- Orientation sessions are offered in each classroom in September.
- Open school week is held in November.
- Morning coffee with Principal Chory will be held on a monthly basis.
- Parents are invited to school events throughout the year including: music concerts, art festivals, and portfolio celebrations.
- Workshops are offered by the school on specific curricular and social issues. The ideas for these workshops are generated by the parents and the staff.

- There are volunteer opportunities for parents in each child's classroom.
- The school distributes a monthly newsletter.
- The PTA distributes Backpack News
- The Parent Handbook is available on-line
- The Parent Coordinator will reach out to parents, organize workshops and serve as a bridge between school administration, teachers and parents.

How can we ensure that there is clear, timely communication between the school and the parent body?

- Both the school and the PTA maintain a Website.
- All parents are encouraged to join the parent list-serve.
- The school newsletter will go home with children and will be posted on the school website.
- The PTA's Backpack news will also go home with children and will be posted on the school website.
- All important school announcements are distributed via backpacks and in a timely manner.
- The parent handbook has just been revised and will be distributed, then posted on the website.
- At least one administrator greets families before school and at dismissal.
- The class parent will keep parents informed about class events.

How can we ensure that all parents can fully participate in the school community?

- SLT meeting times alternate between mornings, afternoons and evenings.
- Childcare is provided at PTA meetings.
- PTA meeting and SLT meeting times will be publically posted on the school bulletin board, the school calendar, the PTA website, and the list-serve.
- Minutes from PTA meetings and SLT meetings will be posted on the school website, and a copy is available in the main office.
- Language translation is available at PTA and SLT meetings.
- Written communications are distributed in both Spanish and English and translation is available in other languages when requested.

How can we regularly evaluate our parental involvement plan?

- Parent/guardian attendance at school functions is monitored through attendance sheets.
- Parent surveys will gather data.
- The SLT will review both the parental involvement plan and the parent compact on an annual basis.

How can we revise the plan?

- Feedback is welcome from all parents and staff via SLT representatives, school administration and the PTA list-serve.
- Revisions will be made after consultation with the SLT.
- Revisions will also be based on information gathered from surveys and meetings.
- A draft of the document will be approved by the SLT.

How will both the parental involvement policy and the parent compact be distributed to the parent body:

- They will be sent home in a written document, in both Spanish and English.
- They will be made available at a PTA meeting.
- They will be posted on both the PTA and the school's website.

## School-Parent Compact

The school's vision statement is:

“The Hudson Cliffs School is anchored in tradition while openly embracing our diverse evolving community. We are committed to serving our children by tailoring education of each child. We challenge them academically and artistically; nurture them through creative child centered pedagogy; and provide an innovative stimulating learning environment where they may freely explore and strive for their maximum potential. Collectively we develop ways to instill in our students, from early childhood to early teen, a lifelong love of learning. Through collaboration and community integration we seek to provide a unique learning environment exemplary in its preparation of responsible, independent, and inquisitive students equipped to succeed in the 21<sup>st</sup> century.”

By sharing responsibility and working together in the following ways, the PS/IS 187 community can work together to realize this vision.

### **The teachers and administration at PS/IS 187 strive to:**

- Provide high quality instruction in a supportive learning environment.
- Tailor education for each child, challenging them academically, artistically, and socially.
- Assist children in identifying their own needs and seeking help.
- Inform and involve parents to further the educational goals of the school and the classroom.
- Provide parents with the information they need to be active partners in their children's education. To this end, teachers and administration:
  - Provide parents with two report cards each year.
  - Hold parent teacher conferences twice a year and additional conferences upon request of the teacher or parent.
  - Keep parents informed of changes in the classroom or in their child during the course of the year.
  - Make parents aware of the best way to initiate a conversation with a teacher (i.e. e-mail, a note sent with the child, or a phone call.)
  - Provide parents opportunities to observe their children in school and opportunities to volunteer.
  - Provide information about changes in curriculum or policy.
  - Provide informational workshops throughout the year.
  - Insure access to ARIS.
  - Distribute monthly newsletters.
  - Make sure that parents are informed about school events well in advance, ideally two to three weeks before the event.

### **The Parents or Guardians of PS/IS 187 children strive to:**

- Be active partners in their child's education.
- Participate in decisions relating to their child's education.
- Communicate openly with the teacher about their child's educational needs.
- Share important information about their child which may affect his or her life at school.
- Communicate openly with the teacher about their child's educational needs.
- Encourage good study habits and make sure that homework is completed. Have a conversation with the teacher (or encourage their child to do so) if the homework is too difficult or too easy.
- Follow appropriate channels of communication that the school has established, beginning with speaking to the child's teacher.
- Stay informed by reading notices that their child brings home.
- Attend parent orientations, parent teacher conferences, open school week, workshops, and other events that foster a strong parent/school partnership.
- Monitor their child's attendance and punctuality.
- Be supportive of rules and discipline policy.
- Monitor and promote positive use of their child's extracurricular time.
- Read with our child for the amount of time deemed appropriate for his or her grade level.

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

School DBN: 06M 187 School Name: Hudson Cliffs School

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

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

**Category:**       Basic       Focused       Comprehensive

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

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

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

After reviewing the data from the SQR for 2010-2011, as well as the results of the NYS exams for 2011, we feel the following facts contributed to being categorized as a SINI school for Students with Disabilities and English Language Learners.

- Both Students with Disabilities and students with Limited English Proficiency did not make AYP on the 2011 NYS ELA exam.
  - Students who achieved Level 2 or above on the 2011 NYS ELA:  
Students with Disabilities – 71%; Limited English Proficient – 60%
  - Students who achieved Level 3 or above on the 2011 NYS ELA:  
Students with Disabilities – 14%; Limited English Proficient – 6%
  - Students who are both Students with Disabilities and Limited English Proficient (the overlap group), who achieved Level 2 or above on the 2011 NYS ELA:  
Students with Disabilities & Limited English Proficient – 29%
  - Students who are both Students with Disabilities and Limited English Proficient (the overlap group), who achieved Level 3 or above on the 2011 NYS ELA:  
Students with Disabilities & Limited English Proficient – 0%
- A lack of a common, coherent, rigorous curriculum in literacy.
- Excessive staff absences due to illness and injury making it difficult to find highly qualified teachers for extended periods of time for our classes. (Our self contained teacher last year was absent for over eight weeks).
- Our ICT special education teacher was a second year teacher.
- Insufficient resources (due to lack of funding) to deal with the uncommonly high number of students in need of emotional support and guidance.
- The introduction of an ICT class (without teachers receiving formal training), in Grade 6 comprised of students many of which came to us from other schools, and had already performed far below grade level.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
    - The programs that we will implement are: the Academic Support Services (ASS) offered afterschool to Limited English Proficiency.
    - Pull out ESL program in Grade 5.
    - Homework help offered to all students in Grades 5 through 8.
    - The creation of a challenging curriculum across the grades in Literacy that focuses on critical thinking skills and is aligned with the Common Core Learning Standards as seen in student work.
    - The creation of performance tasks and revision of tracking of student's strengths and weaknesses.
    - The use of Inquiry Teams to develop tools to understand what students know and how to best meet their needs.
    - Student work that illustrates a differentiated approach matching their learning needs and strengths. Professional Development offerings by the Network, as well as small group professional development by AUSSIE provider.
    - Professional Development with Ms. Mary Donovan to work specifically with the special education teachers.
    - Professional Development for all staff on many facets of teaching an ICT class.
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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - We have hired an AUSSIE provider to work with the staff on building CCLS curriculum maps, and high level performance tasks.
  - Our literacy coach has been working with the literacy department to develop on grade level units of study.
  - We are offering workshops to parents on Common Core State Standards to inform them of the high expectations for all students.
  - The literacy coach is teaching two classes and therefore is a lab-site for other teacher's to observe.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - Teachers selected to be mentors for our novice teachers are not only highly qualified, but are also lead teachers within their grade or curriculum area. Inter-visitations to observe veteran teachers in action.
  - Teachers are asked to focus on one aspect of the lesson—questioning techniques, classroom management, etc. and discuss their finding with the observed teacher and or mentor.
  - AUSSIE trainer is working with the ELA teachers.
  - ELA teachers collaborate with the ELA lead teacher and administration.
  - Teacher's meet in collaborative teams to discuss quality practices during professional development half days.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

PS/IS 187 will notify parents about the school's identification for school improvement in the following ways:

  - Letters will go out to parents in about the school's identification for school improvement.
  - Principal will meet with the School Leadership Team to discuss the school's identification.
  - Information will be presented to the parents at the next Parent's Association Meeting/
  - Parent Coordinator will be provided with extra copies of the letter informing parents of the school's failure to reach AYP for English Language Learners and Students with Disabilities.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz / Larry Block</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>187</b>
School Name <b>Hudson Cliffs School</b>			

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

Principal <b>Cynthia Chory</b>	Assistant Principal <b>Nilda Marrero</b>
Coach <b>Francesca Burns / Literacy K-4</b>	Coach
ESL Teacher <b>Alex Jiménez /ELL Coordinator</b>	Guidance Counselor <b>Dawn Powell</b>
Teacher/Subject Area <b>Leola Brady-Price /ESL</b>	Parent <b>Kathy Brito</b>
Teacher/Subject Area <b>Rose E Neidish / ESL &amp; Library</b>	Parent Coordinator <b>Denise Rosa</b>
Related Service Provider <b>Nicole Scariano/IEP Teacher</b>	Other <b>Julie McCullough/Grade Advisor</b>
Network Leader	Other

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

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>45</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>788</b>	Total Number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>8.63%</b>
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## Part II: ELL Identification Process

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

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

## II. ELL Identification Process

The steps followed for the initial identification of those students who may possibly be ELLs are as follows:

### Administration of the Home Language Identification Survey (HLIS).

During the registration process, the Home Language Identification Survey (HLIS) is completed by the parent/guardian of a new entrant to the New York City school system. This HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. During high-volume registration periods, such as at the beginning of the school year, Ms. Brady-Price and/or Ms. Jimenez (trained ESL coordinators and licensed pedagogues) are included in the registration process to informally interview parents and assist them in completing the HLIS. During low-volume registration periods, such as an ad-hoc registration that may occur on any weekday, Ms. Brady-Price or Ms. Jimenez are summoned to the main office to informally interview and assist the parent in completing the HLIS.

The general guideline for determining if a student may be an ELL is based on the responses to eight critical questions on the HLIS. This guideline suggests that if there are one or more responses of 'yes' to questions 1-4, plus two or more responses of 'yes' to questions 5-8, then the child is a potential ELL and should be tested. While the informal interview with the adult may reveal that the child really is not an ELL, and therefore overrides the aforementioned guideline, if we are in doubt we will still test the child to make sure.

Once the HLIS has been reviewed by Ms. Brady-Price/Ms. Jimenez, the home language code is determined. If the home language is indeed English, a code of 'NO' is entered on the HLIS. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed. The white copy (original) HLIS is stored in the student's cumulative folder, and the yellow copy is stored in the Home Languages Folder, located in Room 209.

### Administration of the Language Assessment Battery-Revised (LAB-R).

If the child is determined to be a potential ELL, the Language Assessment Battery-Revised (LAB-R) is administered within the first ten days of enrollment. The results are used to determine initial identification of ELL status, and therefore their entitlement to ELL services.

Most of our potential ELLs are in grades K- 1, and are administered the LAB-R by our grade K- 1 ESL teacher, Ms. Neidish within the first ten days of enrollment. The balance of our potential ELLs in grades 2 - 8 are administered the LAB-R by Ms. Brady-Price or Ms. Jimenez within the first ten days of enrollment. After administration, the assessments are hand-scored and reviewed.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-ELL. In this case, the parent/guardian is notified in writing via the Non-Entitlement Letter. This letter informs them of their child's

score on the LAB-R, and the resulting non-entitlement to ELL services.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the Entitlement Letter. This letter informs them of their child's score on the LAB-R, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a group ELL Parent Orientation Session scheduled to take place in our elementary school library in mid-September. Contact information is provided so that individual parent orientations may be scheduled in the event that the parent cannot attend the scheduled group orientation meeting, or the date has already passed. In this event, the parent orientation will take place individually with Ms. Jimenez in her office, Room 209, at the parent/guardian's earliest convenience.

Attached to the Entitlement Letter is the Parent Survey and Program Selection Form which should be reviewed and brought to the ELL Parent Orientation Session.

**This school serves the following grades (includes ELLs and EPs)**

**K \* 1 \* 2 \* 3 \* 4 \* 5 \***

The Non-Entitlement/Transition Letter and Parent Program Selection Form are all acquired from the Office of ELLs website and are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

**Check all that apply**

**6 \* 7 \* 8 \* 9 \* 10 \* 11 \* 12 \***

For newly admitted ELLs whose home language is Spanish, Ms. Jiménez administers the Spanish LAB assessment to determine their literacy skills in Spanish for reading, writing, listening, and speaking.

The original LAB-R assessment (and Spanish LAB if applicable) is mailed to the designated location for loading into the ATS system, while a copy of the LAB-R answer documents is stored in the ELL Parent Communications Binder, located in Room 209.

Languages spoken by the pedagogues who administer the HLIS and LAB exams are: Ms. Jimenez (English/Spanish (Advanced)), Ms. Brady-Price (English, Spanish (intermediate), Japanese (Intermediate), Ms. Neidish (English, Spanish (intermediate)).

Steps taken to ensure all ELLs receive the NYSESLAT annually, are (1) review the RLER report on ATS which details all students who are ELLs and are entitled to take the NYSESLAT exam, (2) the NYSESLAT coordinators, Ms. Jimenez & Ms. Brady-Price schedule rooms and times for administering all four sections of the exam during the administration window. Students who are absent on the day of NYSESLAT administration for any of the four parts, are administered make-ups.

New York State English as a Second Language Assessment Test (NYSESLAT)

The New York State English as a Second Language Assessment Test (NYSESLAT) is used to determine if an ELL continues to be entitled to ELL services in the next academic year or not. Those scoring a (B)eginner, (I)ntermediate, or (A)dvanced will continue to be entitled. Those scoring as (P)roficient will no longer be serviced, but will still be supported during their two-year transition into the mainstream.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as a continuing ELL. In this case, the parent/guardian is notified in writing via the Continued Entitlement Letter. This letter informs them that their child's scored on the NYSESLAT indicates that they are still entitled to ELL services.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as no longer entitled. In this case, the parent/guardian is notified in writing via the Non-Entitlement/Transition Letter. This letter informs them that their child scored well on the NYSESLAT and that they are no longer entitled to ELL services.

Both the Continued Entitlement Letter and the Non-Entitlement/Transition Letter are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

ELL Parent Orientation Session

A start-of-year ELL Parent Orientation Session is scheduled to take place in the elementary school library in mid-September, although individual orientation sessions are also scheduled at the parent/guardian's convenience on an ongoing basis throughout the school year. Evening and weekend sessions may be scheduled to accommodate the needs of working ELL parents. Sessions tend to last anywhere between 30 and 90 minutes, depending on attendance and the level of discourse.

At this orientation ELL parents:

01. receive a walk-through of the Parent Survey and Program Selection Form which was attached to the aforementioned Entitlement Letter,
02. receive the ELL Parent Brochure – “Transitional Bilingual Education Programs: A Guide for Parents” (available in Arabic, Bengali, Chinese, English, Haitian Creole, Korean, Russian, Spanish, and Urdu),
03. view the Orientation DVD for Parents of Newly Enrolled ELLs (available in Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu),
04. are presented with the highlights of Title III and CR Part 154 funding, so that they are informed of their child's rights and their rights as parents of ELLs,
05. are provided an opportunity to ask questions about available bilingual/ESL services and program models, and
06. are provided individual assistance, if necessary, in completing the Parent Survey/Program Selection Form.

Our legal obligation is to inform parents about, and answer their questions pertaining to, the three programs available to their child - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). We do not make recommendations or in any way try to sway the parent/guardian into choosing one program over another. Parents/guardians are informed that if a total of 15 requests for TBE or DL are made in two consecutive grades for a specific native language (such as Spanish or Russian), then our school is legally compelled to open such a program. We now keep a formal record of such requests. In the event that a TBE or DL program is opened, we will be able to use this record to call back parents who may have requested such programs in the past. Parents who wish to enroll their child in a program that we do not currently offer understand that their child may still attend our school while enrolled in a program we do offer, and that their preference for the currently non-offered program is duly noted and they will be called back in the event of that program being opened in the future. However, if a parent/guardian wishes to move their child to another school that offers a program that we do not, we assist them by providing a hard copy list of local schools (obtained from the Office of English Language Learners' website) that can immediately satisfy their request.

The original Parent Survey and Program Selection Form is stored in the student's cumulative folder, and a copy is stored in the ELL Parent Communications Binder, located in Room 209. Attached to this copy is a screen print of the ELL Parent Program Choice (ELPC) screen in ATS, where this parent choice is captured by the system.

Once our new ELLs have been identified, Ms. Brady-Price/Ms. Jimenez assembles the Entitlement Letters (one copy in English and one copy in the home language) and the Parent Survey and Program Selection Form (one copy in English and one copy in the home language.) The packet is stapled together with an acknowledgement slip for the parent to sign and return, indicating that the Entitlement Letter was received. Copies of the packets are made and stored in the ELL Parent Communications Binder, located in Room 209. Some students return only the acknowledgment, which is stapled to the corresponding copy of the Entitlement Letter packet that is stored in the Binder. Some students return the entire packet, in which case the originals replace the copied packet stored in the Binder.

For those parents who attend an ELL Parent Orientation Session, the Parent Survey and Program Selection Form is collected at that time. For those parents who did not complete the form, we reach them during dismissal or place a call to the home encouraging them to come in and receive individualized help to complete it, if necessary.

Once an ELL has been identified, they are placed in the appropriate program. Based on parent selections, we currently offer Freestanding ESL. The student will be placed depending on their grade and proficiency level. In this case, the parent/guardian is notified in writing via the Placement Letter, informing them of their child's program placement for the entire school year, and a brief explanation of the NYSESLAT exam as the vehicle for exiting the program.

After reviewing the Parent Survey/Program Selection Forms for the past few years, the trend in program choices that parents have been requesting for their children clearly indicates that the freestanding ESL model is preferred. Not enough requests for either TBE or DL have accumulated to justify the opening of such a program at this time. For example, this year (2011-12) we had 4 requests for DL, 0

requests for TBE and 11 requests for ESL.

The Freestanding ESL program we offer is fully aligned with parent requests. Our ESL program is also in full compliance with New York State and New York City mandates for providing English Language instruction to ELLs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	11

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	0	9	13	0	5	11	0	11	68
Total	44	0	9	13	0	5	11	0	11	68

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	6	6	4	3	5	6	7	6					52
Chinese														0
Russian	2	2	1		1	1			2					9
Bengali														0
Urdu														0
Arabic	1		1	1										3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1		1	1									3
Other		1												1
<b>TOTAL</b>	<b>12</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Delivery of instruction takes place using the following organizational models. For grades K-5, we implement the pull-out model of ESL instruction. For grades 6-8, all service is push-in. The push-in program for grades 6-8 is more heterogeneous with some groupings based on language and content area needs. The program model for each pull-out ESL class is usually a homogeneous group consisting of one grade with students who fall into one or two adjacent proficiency levels.

Our beginner and intermediate level students are programmed for ESL instruction for two periods, each 45 minutes in length. Therefore, each ESL block is 90 minutes long. They are serviced in this way 4-5 days a week, ensuring that their 360 minutes of instruction are fulfilled.

Our advanced level students are programmed for ESL instruction for one period, or 45 minutes. They are serviced in this way 4-5 days a week, ensuring that their 180 minutes of instruction are fulfilled.

In addition, our teacher's contract mandates that we teach an additional 37 ½ minutes in an Extended Day Program for at-risk students. ESL teachers are working with ELLs during this time as well.

The content areas for ELLs are delivered in the following way. In ESL, each lesson has a double objective. The first objective is a content area objective (science, social studies, literature, etc.). The second objective is to learn and practice a new English language structure (spoken and written). This new English language structure is taught within the context of the content area objective, which gives students an opportunity to reinforce new academic vocabulary and concepts while learning to speak, listen, read, and write in English. While Freestanding ESL is usually considered to be a 100% English immersion program, our ESL teachers do provide native language support as needed. Content is delivered via push-in and pull-out ESL services. We do not offer Dual Language or Transitional Bilingual Education at this time.

Description of ESL Program Materials (we do not offer Dual Language or Transitional Bilingual Education at this time):

Rigby's on Our Way to English has been implemented for Grades K-4. It is a comprehensive program for ELLs that focuses on language, literacy, and content. Some features of this program include the following:

-differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.

- 3 key strands - thematic units, phonics, and guided reading-offer flexibility to customize instruction to meet whole- or small-group classroom needs.

## A. Programming and Scheduling Information

-Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.

-Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies.

-Systematic phonics lessons provide a strong foundation for building fluency.

-Interactive, multisensory activities engage childrens diverse learning styles.

-Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school connection masters, writing resources guides, reading strategy cards, child-friendly computer software, and picture cards.

Grade K-5 materials from the Florida Center for Reading Research (<http://www.fcrr.org>) have been downloaded to further differentiate instruction in five language learning strands: phonemic/phonological awareness, phonics, vocabulary, fluency, and comprehension. These activities may be independent, paired, or group work activities that address students' varying learning styles.

ELLs in Grades 1-5 have accounts to access [www.raz-kids.com](http://www.raz-kids.com) (subject to availability of funds), an interactive website that allows students to listen to and record stories at their level, and moving at their own pace. Students gain stars with each book read with which they can "purchase" icons in the Raz-Rockets gaming area.

A number of websites including [funbrain.com](http://funbrain.com), [starfall.com](http://starfall.com), [brainpop.com](http://brainpop.com), [brainpopesl.com](http://brainpopesl.com), [brainpopjr.com](http://brainpopjr.com), and others offer students an engaging, interactive way to practice their English.

Grade 2-4 ELLs receive instruction in non-fiction text using the Weekly Reader, both in print and the newly available digital version. This digital edition offers audio support, video support, and visual support, which makes it ideal for ELLs. Each lesson is directly connected to Common Core Standards for non-fiction reading and writing in social studies and science.

In addition to pre-fabricated teaching materials, the ESL and general education teachers often create their own teacher-made materials to differentiate instruction and suit the current needs of their students. They are working with AUSSIE professional developers to enhance their differentiated instructional skills through assessment and tiering.

Sheltered instruction has been implemented in Grades 6-8. Sheltered instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Our teachers modify their use of English to teach core subjects (math, science, social studies, and literacy) in order to ensure that the material is accessible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies; relating instruction to students' background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

Native language support for the content areas are offered as needed: glossaries/dictionaries in English and native languages are available, every classroom library has a bin of books in the native languages of the ELLs in that classroom, websites that offer audio/video in native languages. Many of the staff members speak Spanish which is our highest-incidence ELL language.

When we receive a new Spanish-speaking ELL, we administer the Spanish LAB-R assessment. This way, we have a good understanding of the literacy skills they bring with them from their native language in reading, writing, listening, and speaking. For ELLs of other language backgrounds, we interview the parent at the ELL Parent Orientation to find out from them how the student has been faring in literacy in their native language.

The instructional approaches and methods used to make content comprehensible and to enrich language development include accountable talk, use of language cognates, concept mapping (and other graphic organizers), context-embedded language, differentiated instruction, nonverbal communication, total physical response (TPR), and other strategies in differentiation and scaffolding as they are being acquired via ongoing professional development.

## A. Programming and Scheduling Information

Our plans for differentiating instruction for specific ELL subgroups are as follows:

Students with Interrupted Formal Education (SIFE):

Currently, we have no ELL students with SIFE status. In the event that we were to receive a potential SIFE student, we will use the Academic Language and Literacy Diagnostic (ALLD) tool to ascertain it. It will only be administered to students with a home language of Spanish, English, or Chinese. Instruction for SIFE students will be differentiated on a student by student basis depending on their needs.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
When deemed necessary, SIFE students will meet with the school's guidance counselor to discuss their feelings about being either older than their grade-level peers or having less experience in a school environment. It is important that SIFE students are aware of their situation and that there are staff members who care about them and are available to counsel them. Instruction for SIFE students will be differentiated on a student by student basis depending on their needs.	100%	75%	50%
ELLs in US schools less than three years (Newcomers):	100%	75%	50%
For our newcomers, we use a program called Reading Lessons organized around ten themes that are immediately relevant to their lives, such as time, money, transportation, and communities.	100%	75%	50%
For children who are not literate, we emphasize oral language and shared writing activities. We let them practice copying text. We combine language instruction with literacy activities.	100%	75%	50%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

and writing activities that utilize the vocabulary within each theme.

ELLs (in NYC school between 4 and 6 years):

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Our targeted intervention programs for ELLs in the content areas include the implementation of Testing Fundamentals by Schoolwide, Inc. for ELA and Kaplan Test Prep for MATH. The range of services include beginner levels through advanced, to help students (including ELLs) hone their reading comprehension strategies, and improve their test-taking stamina. Instruction for ELLs in writing includes scaffolds such as differentiated paragraph frames and sentence patterns. We do not currently offer targeted intervention programs in Social Studies or Science, nor do we conduct targeted intervention in any language other than English.

Students who reach proficiency in English on the NYSESLAT exam will continue to receive support as needed during their balanced literacy block as well as in content areas, as teachers will continue to infuse ESL teaching methodologies into their lesson delivery. These children will be offered transitional support, when necessary, through the Extended Day program or the After School Enrichment program. Transitional support is also offered through small group instruction within content area classes during push-in sessions.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs in the content areas include the implementation of Testing Fundamentals by Schoolwide, Inc. for ELA and Kaplan Test Prep for MATH. The range of services include beginner levels through advanced, to help students (including ELLs) hone their reading comprehension strategies, and improve their test-taking stamina. Instruction for ELLs in writing includes scaffolds such as differentiated paragraph frames and sentence patterns. We do not currently offer targeted intervention programs in Social Studies or Science, nor do we conduct targeted intervention in any language other than English.

Students who reach proficiency in English on the NYSESLAT exam will continue to receive support as needed during their balanced literacy block as well as in content areas, as teachers will continue to infuse ESL teaching methodologies into their lesson delivery. These children will be offered transitional support, when necessary, through the Extended Day program or the After School Enrichment program. Transitional support is also offered through small group instruction within content area classes during push-in sessions.

Improvements that we are considering for the short-term future are smaller group sizes in Grades K & 1 for ESL. Ms. Brady-Price (ELL teacher in the middle school) pushes in for grades 6-8 in the content areas. We are also implementing more technology in the classrooms by ensuring that every room is equipped with computers, and now all of the classrooms have SMART Boards installed. This year's Grade 5 ELLs are serviced in a pull-out class, because they required more personalized attention.

No Programs for ELLs that are currently in place will be discontinued at this time.

ELLs are afforded equal access to all school programs. They are fully represented in programs such as Yoga, Technology, Music, Architecture, and Art. Enrichment activities specifically designed for ELLs to be determined based on our Title III funds. All help to foster socialization for ELLs. ELLs are invited to these programs by letter, followed by a phone call from the Assistant Principal of ELLs, Nilda Marrero. ELL attendance at these Title III programs is closely monitored to gauge participation. Also, because of the lower teacher-student ratio, students are able to participate more and receive more personalized attention.

Three supplemental services offered to ELLs in our building includes Media Literacy for Grades 2-4 (Ms. Jimenez), Global Studies & Languages for Grades 5-6 (Ms. Brady-Price), and an Open Library program will be offered as well (Ms. Neidish). The language of instruction will be mainly English, as we do not offer Dual Language or Transitional Bilingual Education at this time.

Rigby's On Our Way to English has been implemented for grades K-4. It is a comprehensive program for ELLs that focuses on language, literacy, and content. Some features of this program include the following:

- Differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.
- Three key strands – thematic units, phonics, and guided reading – offer flexibility to customize instruction to meet whole- or small-group classroom needs.
- Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.
- Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies.
- Systematic phonics lessons provide a strong foundation for building fluency.
- Interactive, multisensory activities engage children's diverse learning styles.
- Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school

## 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?
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**Courses Taught in Languages Other than English** ⓘ

**C. Schools with Dual Language Programs**

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

Not applicable.

Math:	English Only			
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**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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- (2) Using Multimedia to Meet Literacy Needs in the Content Areas
- (3) Empowering the Language Minority Student in an English Dominant Classroom
- (4) Understanding the Chancellor's Goals for ELL Education
- (5) Understanding the Difference between BICS (Basic Inter-Communication Skills) and CALP (Cognitive Academic Language Proficiency)
- (6) Learning the Principles of First and Second Language Acquisition
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**E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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Our parental involvement activities address the needs of the parents in that they provide parents with easy access to their child's classroom teachers. In addition, we provide translators as needed.

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

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

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

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

### Native Language Usage and Supports

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

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

## 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?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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## 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)	4	3	0	1	5	0	0	0	0					13
Intermediate(I)	0	4	0	0	0	2	3	0	5					14
Advanced (A)	8	3	8	5	0	4	3	7	3					41
Total	12	10	8	6	5	6	6	7	8	0	0	0	0	68

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1	0	0	4
4	1	7	1	0	9
5	1	6	1	0	8
6	5	6	1	0	12
7	6	2	0	0	8
8	3	3	0	0	6
NYSAA Bilingual Spe Ed	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	2	2	1	0	0	0	5
4	0	0	3	2	6	0	0	1	12
5	0	0	2	1	3	1	1	1	9
6	2	0	5	1	4	0	0	0	12
7	5	0	2	0	0	1	0	1	9
8	3	0	1	0	2	0	0	0	6
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	4	2	5	0	0	1	12
8	0	0	5	0	1	0	0	0	6
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

The assessment tools our school uses to assess the early literacy skills are ECLAS-2, Fountas & Pinnell, and Performance Series online. - While we are still undergoing the collection of Fall 2011 ECLAS-2 data for our Grade K-2 students, the Spring 2011 ECLAS-2 results

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: PS/IS 187 Hudson Cliffs School</b>		<b>School DBN: <u>06M187</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Cynthia Chory	Principal		10/14/11
Ms. Nilda Marrero	Assistant Principal		10/14/11
Ms. Denise Rosa	Parent Coordinator		10/14/11
Ms. Alexandria Jiménez	ESL Teacher		10/14/11
Ms. Kathy Brito	Parent		10/14/11
Ms. Brady-Price/ESL	Teacher/Subject Area		10/14/11
Ms RoseEllen Neidish/ESL	Teacher/Subject Area		10/14/11
Ms. Francesca Burns	Coach		10/14/11
	Coach		10/14/11
Ms. Dawn Powell	Guidance Counselor		10/14/11
Mr. Larry Block	Network Leader		10/14/11
Ms. Nicole Scariano	Other <u>IEP Teacher</u>		10/14/11
Ms. Julie McCullough	Other <u>Grade Advisor</u>		10/14/11
	Other		10/14/11
	Other		10/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 06M187      **School Name:** P.S./I.S. 187 Hudson Cliffs School

**Cluster:** 6      **Network:** 601

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

**Part A: Needs Assessment Findings**

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

As stated in our school's 2011-12 Language Allocation Policy, 76% of our ELL students come from Spanish-speaking households. As stated in our most recent school's report card issued by the Department of Education in 2009-10, 61% of our overall student population is comprised of students of Hispanic origin.

As a result of our SLT Needs Assessment Survey, distributed in February 2011, 73.2% of respondees either agreed or strongly agreed that the translation and interpretation efforts made by the school facilitate parent engagement. In addition, after examining the data downloaded from the ATS Adult Preferred Language Report (RAPL), we learned that 71% of our 1,094 parents preferred communications to be in English, and 24% preferred communications to be in Spanish - a total of 95% of our parent population. This leaves the remaining 5% of our parent population who prefer communications to be in languages other than English/Spanish, which include Albanian, Arabic, Belorussian, Bulgarian, Chinese, Georgian, Japanese, Korean, Filipino, Russian, Samoan, Serbo-Croatian, Shluh, Sukuma, and Ukrainian. Except for the 16 Russian-speaking parents, all other language groups are represented by less than 8 people, in most cases, a single parent comprised a language preference. We intend to share our findings with the school community via the School Leadership Team and Parent Bulletins.

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.

Our major finding, therefore, is that Spanish is a high frequency language in our school community. As in the past, we continue to provide written translations of outgoing school communications in the Spanish language, in addition to English. We have numerous Spanish-English bilingual staff members present in the building to meet oral interpretation needs. The school and parent community is fully aware of the need for Spanish language translations, as the principal's monthly Parent Bulletin and other outgoing notices are always provided in English on one side, and in Spanish on the reverse side.

As for the low-frequency languages spoken in our school community, namely Russian (13%), Albanian (4%), and Arabic (4%), other languages (3%), we rely on parent and community volunteers to assist in meeting translation needs, wherever and whenever the need arises.

## **Part B: Strategies and Activities**

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

When available, we make use of foreign language translations as provided by the Translation and Interpretation Unit, for critical communications regarding a child's education, including, but not limited to: registration, application and selection, standards and performance, conduct, health and safety, legal and disciplinary matters, special education and related services, transfers and discharges, permission slips, and consent forms. Where such approved translations are not available, outgoing written communications are translated in-house by fully qualified English-Spanish Bilingual staff members. Our school budget has money allocated to pay assigned staff members for their work in this area. In the case of low-frequency languages, we reach out to parent / community volunteers to provide written translations, if and when required.

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.

We have a number of fully qualified English-Spanish bilingual staff members available to provide oral interpretation services, either in person or by telephone, on an ad-hoc basis. In the case of low-frequency languages, we reach out to our parent / community volunteers and arrange a time that is convenient for all parties involved to meet, where and oral interpretation is provided by the parent / community volunteer at that time.

Oral interpreters described above are available on the premises during all designated Parent / Teacher conferences.

Upon request, our region provides us with an electronic translation service, for use in large groups, such as the Parent Teacher Association meetings. This service allows meeting attendees to fully participate, by wearing earphones through which a spontaneous oral interpretation is

fed. Spontaneous oral interpretations, as with written translations, may be provided by a qualified staff member or a parent / community volunteer. This method also allows participants to ask questions and offer their comments and ideas in their native language, in which case, the translator will spontaneously translate their comments/questions into English, so that they may be fully understood by all those in attendance.

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>.

Our School will provide each parent whose (a) primary language is one of the eight covered languages (as defined by the DOE), and (b) requires language assistance services, with written notification of their rights regarding translation and interpretation services, along with instructions on how to obtain such services. We will post a sign in each of the covered languages indicating the office / room where a copy of such written notification can be obtained. This sign will be posted in a conspicuous location at or near the primary entrance of the building. Our School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.



## 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:

Our direct instruction supplemental program for ELLs will consist of the following three programs (language of instruction is 100% English, with native language support where needed):

ELLs in Grades K-4 will be invited to participate in the Open Library After School Program, directed by Ms. Neidish. This program offers a quiet location for children to work with their caregivers on homework and school assignments using the resources housed in the school library. Computers are available for the students (many who may not have access to technology at home) along with reference books and English language audio/video programs. Literacy games will be available for small groups to play in order to engage in social interactions and practice their literacy skills. The Library teacher will be on site to tutor and give additional aid to those needing help in completing their homework and class work. Both students and their families will be given the chance to read together in the library and borrow books for further reading. The rationale for the Open Library Program is to offer a quiet and secure location where students will have an opportunity to work in a safe and nurturing environment where they can concentrate on their English reading, writing, speaking, and listening skills, enable them to get supplemental help when needed, and involve their parents or caregivers in their academic endeavors. The program is scheduled to take place on Wednesdays from 3:30-4:30 for a duration of 25 weeks (a total of 25 one-hour sessions). Ms. Neidish has both a School Library Media Specialist license as well as an ESL license and has been teaching for 11 years.

ELLs in Grades 2-4 will be invited to participate in the Digital Media Literacy Program, directed by Ms. Jiménez. This program will explore ways to use Web 2.0 tools to read, write, and collaborate in groups using the Internet. Projects may include blogging, working in wiki spaces, social networking for the purposes of education, and learning to navigate the Internet safely and responsibly. We will also spend some time preparing for the NYSESLAT exam. This program will be scheduled to take place on Mondays and Wednesdays from 2:45 p.m. - 3:45 p.m., for a duration of 25 weeks between November and April (a total of 50 one-hour sessions). The materials to be used include subscriptions to the Weekly Reader (printed and digital editions, various elementary grades), subscriptions to an online interactive reading program called Raz-Kids.com (each subscription supports 36 children), a subscription to an online digital media program called PhotoPeach.com (each subscription supports 50 children), and practice workbooks for the NYSESLAT exam. The rationale for such a program is to help ELLs (who often do not have access to this technology at home) learn the important digital media literacy skills they will need to be 21st Century learners, and productive members of an increasingly technological society. This is aligned with the Commob Core State Standards. Ms. Jiménez has an ESL license and has been teaching for 8 years.

ELLs in Grades 5-8 will be invited to participate in "Global Kids: World Cultures & Languages Enrichment Club" or "Brains & Brawn: Scholars & Athletes Enrichment Club", directed by Ms. Brady-Price. The Global Kids Enrichment Club will engage students in learning about the many diverse cultures around the world. In our studies we will learn about different cultural arts & crafts, foods, traditions, celebrations, and languages. Global Kids is an interactive club where students will have the opportunity to engage in a

## Part B: Direct Instruction Supplemental Program Information

variety of hands-on activities from origami (traditional Japanese paper folding) to recreating hieroglyphic prints (an Ancient Egyptian writing system). Students will travel the globe through virtual investigations and readings from around the world. The Brains & Brawn Enrichment Club invites students to put both their content area knowledge and athleticism to the test. Students will engage in a series of mental and physical obstacles as they tackle a combination of "Jeopardy" meets "Wipe Out" game show challenges. Students will strengthen their team building skills as they work together in these challenging series of mental and physical events. To be a winner, competitors will need to bring the knowledge of what they are learning in literacy, social studies, math, and science and combine it with the athletic skills they've practiced in their physical education class. These programs will be scheduled to take place on Mondays and Wednesdays from 3:00 p.m. - 4:00 p.m., for a duration of 25 weeks between November and April (a total of 50 one-hour sessions). The materials to be used for "Global Kids" include: Junior Scholastic Magazine, arts & crafts, international recipes & cooking supplies, and realia from world cultures. The materials to be used for "Brains & Brawn" include: Sports Illustrated Kids Magazine, brain teasers, content area puzzles, and athletic equipment. The rationale for "Global Kids" is to encourage our ELLs to broaden their perspective of the world they live in, develop an appreciation for multiculturalism, cultivate a desire to learn about and travel to other countries, and to be able to participate in a global society. The rationale for "Brains & Brawn" is to encourage our ELLs with a strong interest in athletics, and combine this interest with academics. Using a sports setting, content area skills will be honed and tested through competition. Students will develop an appreciation for the challenges facing athlete scholars. Ms. Brady-Price has an ESL license and has been teaching Literacy and ESL for 7 years.

## Part C: Professional Development

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

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

Begin description here:

We plan to deliver 7 sessions of ELL professional development over the course of the school year. All staff members who have contact with ELLs will participate in the training, including classroom teachers, subject area teachers, guidance counselors, administrators, and paraprofessionals. PD sessions will take place monthly, during one of the following: Grade Conference time (usually scheduled during lunch), Faculty Conference time (one Monday a month, after school), or during one our six PD half-days (usually one Friday a month). PD sessions will be designed and provided by Ms. Jiménez and/or Ms. Brady-Price, our co-ELL Coordinators. The rationale for this professional development is to ensure that staff members who have contact with ELLs have an understanding of the unique needs and challenges of this group, while at the same time have a chance to develop a toolset to help scaffold their learning. Topics to be covered may include, but are not limited to:

- (1) Using Technology to Meet the Needs of ELLs
- (2) Using Multimedia to Meet Literacy Needs in the Content Areas
- (3) Empowering the Language Minority Student in an English Dominant Classroom
- (4) Understanding the Chancellor's Goals for ELL Education
- (5) Understanding the Difference between BICS (Basic Inter-Communication Skills) and CALP (Cognitive

**Part C: Professional Development**

Academic Language Proficiency)

(6) Learning the Principals of First and Second Language Acquisition

(7) Identifying Four Levels of Language Acquisition and Proficiency

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Our parent engagement activities for parents of ELLs will take place for one hour, four times a year. Topics to be covered include: (1) Family Read-Alouds for Improving Reading Comprehension (offered twice), (2) Computer Literacy in the Home (offered twice). Sessions will be provided by Ms. Jiménez and Ms. Brady-Price. The rationale for this program is to help get parents of ELLs more involved in their children's learning, and to promote an awareness of how parents can help their children at home. Additionally, parents of ELLs are always invited to Ms. Neidish's Open Library After School Program at any time, to encourage a family literacy experience.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	8,581.08	DIRECT INSTRUCTION----- Digital Media Literacy Program: 1 teacher x 50 hours x 49.89 (inc. fringe) = 2,494.50  Global Kids: 1 teacher x 25 hours x 49.89 (inc. fringe) = 1,247.25  Brains & Brawn: 1 teacher x 25 hours x 49.89 (inc. fringe) = 1,247.25  Open Library After School Program: 1 teacher x 25 hours x 49.98 (inc. fringe) = 1,247.25

**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 DEVELOPMENT----- 1 teacher x 5 hours preparation x 7 PD sessions x 49.89 (inc. fringe) = 1,746.15  PARENTAL ENGAGEMENT----- 2 teachers x 2 hours preparation x 49.98 = 199.56  2 teachers x 4 hours activity x 49.98 = 399.12
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	2,568.92	Digital Media Literacy Program----- Weekly Reader: 127.80 Raz-Kids.com: 151.90 PhotoPeach.com: 90.00 NYSESLAT Class Set: 499.95 Oxford Picture Dictionary Content Areas for Kids: 750.00  Global Kids----- Junior Scholastic: 100.20 Club Materials: 250.00  Brains & Brawn----- Sports Illustrated Kids: 100.00 Club Materials: 250.00  Open Library After School Program---- Library Books/Audio CDs: 249.07
Educational Software (Object Code 199)	N/A	N/A

**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.
Travel	N/A	N/A
Other	50.00	Parent Engagement----- Refreshments: 50.00
<b>TOTAL</b>	11,200	11,200