



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME **JESSE ISIDOR STRAUSS** _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ **03M199** _____

PRINCIPAL: KATY ROSEN **EMAIL:** KROSEN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. ESTHER FRIEDMAN

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
KATY ROSEN	*Principal or Designee	
PETER ROCKWITZ	*UFT Chapter Leader or Designee	
MICHELLE CIULLA LIPKIN	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
CHRISTINE ANNECHINO	Member/Parent	
DANIELLE ROSEN	Member/Parent	
SANDRA LEVY	Member/Parent	
DEBRA SCHULMAN	Member/Parent	
WILLIAM REINISCH	Member/Parent	
REBECCA HANK	Member/Parent	
MARY SHARKEY	Member/Parent	

JAMIE ZUCKER
TAMARA CELLA
PATRICIA BLEICHMAN

Member/Teacher
Member/Teacher
Member/Teacher

SARAH COLMAIRE, TCHR
KIRSTEN LODERER, TCHR
DALISSA CANARIO, PARA

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

Students in grades 1 through 5 will be able to effectively use evidence to support written arguments in alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations in Literacy. By February, 2012, 75% of all students will effectively use evidence to support arguments on the Performance Task administered by classroom teachers.

Comprehensive needs assessment

Item skills analysis of ELA exams shows that fewer than 50% of the students in Grade 3 and fewer than 35% of the students in Grade 4 scored the maximum number of points on the Extended Response question of the tests, lowering their overall scores on the NYS test. The school needs to begin supporting the development of this skill in the early grades and strengthening student performance as the children progress through the grades.

Instructional strategies/activities

Teachers on grade level teams will meet with staff developers from Teachers College to study the CCLS and implications for teaching practices. There will be 17 days throughout the school year, starting in October 2011, for various grade level workshops. Teachers will meet on Thursdays, after school, to look at student work, plan lessons, assess progress and adapt instruction, beginning in September 2011. Out of classroom teachers (SETSS, Reading Rescue, ESL) will participate with classroom teachers in studying CCLS and designing interventions for at-risk students.

Budget and resources alignment

Funds for study groups will come from Inquiry Team allocation; staff developers will be paid for with funds from the PTA; meeting time is programmed into the master calendar using professional periods and common preps. Per Session for curriculum development will be funded with the ARRA RTTT Citywide allocation. Per Session for tracking student data will be funded with the ARRA Data Specialist allocation.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

At least 80% of the Students with Disabilities and English Language Learners in Grades 2 and 3 will demonstrate grade level reading comprehension as measured by TCRWP running records by June 2012.

Comprehensive needs assessment

Although 91% of all third grade students achieved Performance Level 3 and above on the ELA exam last year, only 69% of Students with Disabilities and 67% of Limited English Proficient students achieved this level.

Instructional strategies/activities

Targeted students will be given additional support by improving the level of instruction provided by paraprofessionals in classrooms. Paraprofessionals will gain skills in providing direct instruction to students, after attending professional development sessions, so that they can coach, with guidance from classroom teachers, targeted instructional groups and assist teachers in monitoring progress. Paraprofessionals will attend two 90-minute workshops with a literacy staff developer to learn how to coach students during Reading and Writing workshops. Five paraprofessionals will be trained in October-November and five others in December-January. Four paraprofessionals will attend an all-day workshop at Teachers College in November to advance their skills as teaching assistants. Six paraprofessionals will continue training as Reading Rescue tutors. Observations and feedback by staff from Reading Rescue will take place in December 2011.

Budget and resources alignment

TL Fair Student Funding allocation will be used for Educational Consultant expenses and Per Diem absence coverage.

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

In alignment with Common Core Learning Standards and the NYCDOE Instructional Expectations focus standard, improve early grades students' skills in solving math problems that require understanding numbers and operations in base ten using mathematical models, as measured by 75% of students in grades 1 and 2 successfully completing a rigorous teacher-created performance assessment task by the end of March 2012.

Comprehensive needs assessment

Analysis of student work by teachers, especially Open Response questions in Everyday Math unit assessments, reveals that students need support and practice in making sense of math problems and developing perseverance in solving them, a new practice standard in the CCLS.

Instructional strategies/activities

Teacher leaders will participate in professional development provided by CFN103 to analyze the Common Core Learning Standards and work on curricular alignment in October and November 2011.

Grade Level teams will meet after school to design a rigorous performance task with a pre-assessment component and rubrics by December 2011.

Teachers will be supported in monthly meetings by the principal and assistant principal in analyzing student data from pre-assessment work to design small group instruction to address the needs of heterogeneous classes.

The Performance Tasks will be administered in February and scored by the end of March 2012.

Budget and resources alignment

Funds for Per Session meetings will come from TL Inquiry Team and ARRA allocations. Time for collaborative meetings will take place during common preps programmed into master calendar and professional periods.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	2	2	N/A	N/A	1	1		
1	12	8	N/A	N/A	1			
2	7	18	N/A	N/A	1			
3	3	3	N/A	N/A				
4	12	9	5	3	2			
5	7	3	2	3				
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson Reading small groups during the day Reading Rescue one-to-one during the day and afterschool Tutoring afterschool Small group instruction on Saturday
Mathematics	Computer aided instruction afterschool Small group tutoring during the day and after school
Science	Small group tutoring during the day and after school
Social Studies	Small group tutoring during the day and after school
At-risk Services provided by the Guidance Counselor	Counseling one-to-one and small groups during the day
At-risk Services provided by the School Psychologist	Push-in support in classroom one-to-one
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello Anselmi, Yuet Chu	District 3	Borough Manhattan	School Number 199
School Name Jessie Isador Straus			

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

Principal Katy Rosen	Assistant Principal Louise Xerri
Coach type here	Coach type here
ESL Teacher Adela Sinclair	Guidance Counselor Jeanine Jeudy
Teacher/Subject Area Stacy Silver/3rd Grade	Parent Tara Thorne
Teacher/Subject Area Ingrid Camillo/Music	Parent Coordinator Allison Sansoucie
Related Service Provider Lisa Elion	Other type here
Network Leader Yuet Chu	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	797	Total Number of ELLs	21	ELLs as share of total student population (%)	2.63%
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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. 

Paste response to questions 1-6 here

1. Adela Sinclair is the primary ESL teacher at PS 199, she is certified in TESOL, with a Masters from Hunter College. She speaks three languages fluently: Romanian, French and English, and conversational Spanish. When parents indicate that they come from another country or that they speak another language, and they are at PS 199 to enroll their children in school at the beginning of the year, Ms. Sinclair encounters them in the office and speaks with them about their background and the educational background of their child. In the majority of cases one of the parents is able to communicate well in English and Ms. Sinclair is able to receive their information and explain the next step which is the formal identification process of the Home Language Identification Survey. Whenever there is a situation where interpretation is needed there are plenty of staff who speak Chinese, Japanese, and many other languages to come to the office and translate what Ms. Sinclair is explaining to the parents. She then hands the Home Language Identification Survey (HLIS) to fill out as a mandatory first formal step in identifying students who may be ELLs. The survey includes what languages their child speaks and listens to at home. Ms. Sinclair assists the parents in filling out the survey whenever help is needed. The surveys are collected as the parents fill them out upon registering their children at PS 199. Ms. Sinclair then reviews all of the HLIS and signs the surveys and indicates the languages spoken by the students newly enrolled. If the child speaks English only, Ms. Sinclair signs the survey and indicated NO, for no other language spoken. If the survey indicated that the child speaks another language at home and at least two slots are selected as such on the first page of the survey and two on the back Ms. Sinclair selects that child to be initially tested using the LAB-R exam within 10 days of enrollment in the school. The ESL teacher, Ms. Sinclair administers all of the LAB-Rs to the identified students as speakers of foreign languages. There is a detailed schedule that is put in place by her, in order to complete testing within the first 10 days of each child's enrollment. After completing each LAB-R, Ms. Sinclair scores each individual test and creates a typed list of student names and their scores. This particular list also includes a column which identifies the students as eligible to receive ESL services depending upon their LAB-R scores or not (if they passed the test). Ms. Sinclair photocopies the scantrons of the LAB-r tests and keeps them secure in her office. The original scantrons are packaged and hand delivered on the date indicated on the 2011-2012 calendar. The students identified as needing to be administered the Spanish LAB-R are tested by the certified Spanish speaking ESL teacher in the school. These tests are corrected by the same teacher, scores are recorded and the scantrons are packaged separately and hand delivered by the due date. The parents of ELLs are shown the orientation video and offered the 3 choices for their children, Dual Language, Transitional Bilingual and ESL models. Parents select a program for their child by completing the appropriate NYC Department of Education Parent Survey/Selection Form. They are informed in the parent orientation meeting that since our school offers only free standing ESL, they have the choice of transferring their child to another school offering the program of their choice. The parents this year have all chosen ESL as their number 1 choice for their children. The placement process continues with Ms. Sinclair organizing the students into classes. The NYS English as a Second Language Achievement Test administered by Ms. Sinclair each Spring to ELLs, measures the proficiency levels of students. Based on the proficiency of each student (beginning, intermediate, advanced), the appropriate number of minutes of ESL instruction is determined per child. In addition, the scaffolding strategies and differentiation of instruction are highly dependent upon the scores of the NYSESLAT. Each section of the test indicates a detailed score for each ELL, in the following areas: speaking/listening, reading/writing. The ESL teacher developed curricular plans for each child in order to help them achieve the best

possible results in each of these areas.

2. The ELL Parent Information Case, EPIC, is stored in the classroom of the ESL instructor MS. Sinclair. The kit contains brochures in several languages that are distributed to parents at the Parent Orientation meeting in September. All parents of ELLs are invited to this meeting and they are given brochures explaining the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). After testing is completed within the first 10 days of enrollment of ELLs, Ms. Sinclair uses the list of eligible ELLs and writes letters of Entitlement to the families of children who are eligible. She also writes letters to invite parents of ELLs to the Parent Orientation that is conducted within a week or two after testing has been completed. The Parents who are invited to a Parent Orientation in September are shown the Orientation Video for Parents of English Language Learners. Since our school has no more than 15 students speaking a foreign language, nor the number to form a dual language classroom or a bilingual classroom, the parents are instructed that here we offer the Freestanding ESL program. Ms. Sinclair goes over the Department of Education Parent Survey/Selection Form in great detail with the parents, in many cases individually if needed. She answers all questions that arise at this meeting, as the parents make a selection. The parents then sign the form which shows what their choice of a program is for their children attending our school. All the parents choose the ESL program for their children and therefore there is no need to transfer them to another school where the other two programs are offered. The Parent Teacher Coordinator and the Library Assistant, Ms. Kyoko Herman (fluent in Japanese), have been present at the meeting and they speak to parents who need translations of any part of the video or the form they need to fill out. Ms. Sinclair translates information into French or Romanian when needed. The Parent Survey and Program selection forms are collected after the meeting by Ms. Sinclair. All three educators are available for any questions while the parents fill out the forms. Ms. Sinclair reads over the forms and stores them under lock and key in a binder in her classroom.

3. Entitlement letters are prepared by Ms. Sinclair as soon as she completes the LAB-R testing period and she distributes them in sealed envelopes to the Classroom teachers of all the eligible ELLs to be sent home to the parents with a request for a signature acknowledging the receipt and understanding of the letter. The information in the letters states clearly that according to the HLIS was identified as a non-native speaker and was tested with the LAB-R within the first 10 days of enrollment. According to the score of the individual ELL he or she would be offered ESL services for an allotted number of minutes per week. Letters are also translated in different languages when the need arises. The parents sign these letters and return them within a week of receipt to the school. They are then collected by Ms. Sinclair, read over and re-distributed to the classroom teacher to go back home with the ELLs. Copies are kept on file in her room under lock and key.

4. The students at our school are placed according to their levels, whether they are beginners, intermediate or advanced. There is a diverse population of ELLs and they can benefit greatly from the ESL classes offered by the ESL instructor according to their required number of hours a week. Based on the level of each student according to the LAB-R if they are newly enrolled, or to the previous year's NYSESLAT results, each student is placed in an ESL group with other ELLs of the same level. Beginners and intermediate level students are serviced 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL services per week. Placement letters are sealed and sent home with the ELLs, once the programming has been set in place. In the letter, the level of each ELL is presented to the parents and scores of tests are explained in great detail. This year, letters to parents were printed from the NYSESLAT 2011 Spring Score Reports CD, to accompany the personalized placement letters that Ms. Sinclair wrote.

5. Parents according to our records have selected 100% of the time, the ESL free standing program as their number 1 choice at our school. They are informed by Ms Sinclair that other schools offer the other two models and they have the option of transferring their children. According the Parent Surveys collected in the past 5 years there were no transfer requests made by parents in the PS 199 community.

6. Definitely, our program of freestanding ESL is in alignment with the parent choice at our school. It has been the case for many years up to the present. Since the ELL population is a diverse group of students the only program in place has been freestanding ESL. Parents are more than happy to enroll their children in the ESL program. There never existed any disparity in their choice and our offering, therefore they are in alignment. If the ELL population would increase, the other two options would become possible.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	19	0	3	2	0	1	0	0	0		21
Total	19	0	3	2	0	1	0	0	0		21

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

C. Home Language Breakdown and ELL Programs

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2	2		1								5
Chinese					1	1								2
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French	1	1	1											3
Korean	2					1								3
Punjabi														0
Polish														0
Albanian	1													1
Other	1	1	1		3									6
TOTAL	6	2	4	2	4	3	0	21						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1. Instruction is delivered as a push-in Collaborative teaching model and a pull-out freestanding ESL program. The beginning and intermediate ELLs are serviced 360 minutes per week. The advanced ELLs are serviced 180 minutes per week. The blocks of time vary from 45-90 minute time slots that cover fully the required amount of minutes of instruction for all ELLs. The classes travel together as a group or the teachers travel to the class accordingly. The groups are selected by grade level and proficiency level. In some cases there are some heterogeneous groups where proficiency levels may be mixed, but the amount of hours that each student is serviced is in compliance with his individual needs. During the ESL instructional time in the ESL classroom the groups of students travel to Ms. Sinclair and they consist of students in the same grade level, with beginning and intermediate students grouped together. The advanced groups of students especially those in the 5th grade travel together to the ESL classroom for instruction of 180 minutes a week, 4 times a week for 45 minute blocks. The materials used for instruction are books, handouts, computer programs, writing notebooks, cds, dvds. The literacy program used for instruction is the Teacher's College Reading and Writing Workshop Model.
2. The ESL instructor Ms. Sinclair uses the 360 minutes for beginners and intermediate students each week to provide instruction in the ESL classroom as well as collaboratively with the classroom teachers during the push-in hours of the ESL program. During the ESL instruction of 60-90 minute slots a day for the beginners and intermediate students the ESL instructor Ms. Sinclair teaches her students ESL using the workshop model: Reading Workshop, Language Development, and Word Work. Teaching of ELA is done using the Teacher's College Reading and Writing Workshop Model. For ELA push-in instruction the ESL and classroom teachers collaboratively use : Reading Workshop, independent work and writing workshop and word work. Literature and related materials are used in compliance with the New York State learning standards in ESL. For content area instruction such as mathematics workshop model and social studies workshop model Ms. Sinclair pushes into the ELLs' classroom and collaborates with the classroom teachers for 45 minutes of instruction 5 times a week.
3. The units of ESL instruction and ELA instruction are back to back therefore the ELLs are able to get a 90 minute block of instruction that is provided collaboratively between Ms. Sinclair the ESL teacher and the Classroom teachers in the grades 3-5. All ELLs are receiving the required hours of instruction a week, through the collaborative efforts between the ESL teacher MS. Sinclair and the Classroom teachers: Ms. Silver, Ms. Colmaire, Ms. Hillenrad. The content areas are delivered in 45 minute blocks of time to the ELLs, using specific language and instructional approaches and methods. Scaffolding content is one of the major strategies used by Ms. Sinclair and classroom teachers for instruction. Modeling is done first, doing a task together with the student first. Examples are provided for the students to follow and perform the task at hand. Bridging new concepts and language and prior knowledge happens is done by Ms Sinclair in the classroom. The personal links made allow the students to move further to schema building and acquiring new knowledge.
4. Spanish speaking students have been administered the LAB-R in Spanish by the certified ESL teacher. Students are also asked to provide writing samples in their native language that can be closely evaluated by instructional staff fluent in that language.
5. Differentiated instruction is key in teaching ELLs. Ms. Sinclair differentiates by preassessing student skills and understandings, then matching learners with appropriate activities. Then she provides students with choices in order to add depth to learning and also provides students with additional resources that match their levels of understanding. When new concepts are introduced to the ELLs, the material is modeled and scaffolded and presented in such a way that can be easily understood. More information is then added and learning unfolds

A. Programming and Scheduling Information

in a natural way of absorbing this new material and discussing the concepts with the students.

a) The instructional plan for SIFE students is such that Ms. Sinclair has in her classroom book that are leveled and also the alphabet charts and chant CDs accompanying the books. In the listening and reading center of the classroom is where time is spent with the SIFE and the alphabet is taught in case the student does not know it. Then using phonics and phonemic awareness the sounds are introduced. To proceed, the SIFE is given plenty of opportunities to speak and produce language as Ms. Sinclair assesses the progress made. The Alphabet chant is introduced and repeated daily with the SIFE. Build the body of knowledge of the SIFE is important till he is able to be paired with other students in the class. Writing is worked on in writing workshop, building stamina, starting with shorted increments than the other ELLs. A lower level book for writing is used by Ms. Sinclair. Depending on the progress of the SIFE, think-pair-share is introduced and used as a means of getting the SIFE comfortable with speaking with other ELLs and stating their opinions in class.

b) For newcomers Ms Sinclair makes up a packet of beginning activities. Newcomer Programs are a source of reproducible materials. Ms. Sinclair introduces colors, numbers, shapes, number words, body parts, and survival vocabulary. Once your students know their color words they can do a variety of activities. Next, start with the school environment. Students make flash cards of the items they see in their classroom. Buddies can provide them with plenty of help.

- o To introduce the classroom vocabulary to new students, point to the object or picture and say each word in English.

- o Have students repeat each word after you if they are verbal. (It's normal for a student to have a silent period and this should be respected.)

- o Ask students to point to each item as you name it.

- o For those students who are ready to speak, indicate an item and ask, "What is this?" Students who are literate in native language can use the school words as a basis for reading and writing activities in English.

- o Have students write a sentence for each card using a frame that you provide. "This is a _____".

- o You may wish to provide students with a folder for keeping their work together. Organizing them in this way will enable them to more easily refer to the cards during other activities.

Ms. Sinclair provides students with a second set of cards. Have them use the cards to make flash cards, concentration games and sorting activities. If students are ready to speak, she provides a model question/answer conversation starter. For example on the classroom pages, begin with "Is there a chair in the room?" and progress to "Is there a book or a pencil on the desk?" For a short time each day, students practice their English using a computer program or a book with cassette tape.

Ms. Sinclair also instructs ELLs to make a picture dictionary. To make a picture dictionary, staple sheets of construction paper together and have students cut pictures out of magazines. Use categories which complement your curriculum (for example, a Healthy Foods section to go with your health unit on nutrition). Encourage students to add to their Dictionary whenever possible. This is an excellent cooperative learning activity that mainstream students can share in. Making a vocabulary poster is yet another strategy used in the ESL classroom. To make a vocabulary poster students work in cooperative groups. Each group of students cut pictures from magazines and label them to create large posters of categories of common vocabulary words. Categories might be food, clothing, body parts, colors, animals, playground scenes, family groups, classroom, street scenes, house and furniture, or transportation. The posters get displayed in the classroom. Once the ELLs are able to communicate in English with sufficient vocabulary and expressions then they are challenged using the Krashen's idea of (i+1) meaning always having comprehensible input plus new information to be processed. There is in place test prep time allotted to ELLs to practice for the content area tests and for the NYSESLAT as well.

c) Each student who is in the ESL classroom and is receiving between 4-6 years of instruction, yet cannot pass the NYSESLAT at the end of the school year, is assessed at the beginning of the year and after the teacher Ms. Sinclair looks at the scores for listening and speaking and reading and writing, she comes up with a specific instructional plan for each of these students for the year to come. As this is not a prevalent issue at PS 199, it means that the strategies used in the beginning of ELLs' arrival works! When a student does not advance in reading, then there is a block of time that Ms. Sinclair spends with the students having them read from an appropriate level book, then the student retells the details of the chapter/s read. In turn there will be a written response solicited from the students. The student must read 30 minutes at home and retell the story to a parent or guardian. Using Wordly Wise students build their vocabulary base. As the vocabulary of the ELLs expands, they are able to also perform better on Reading Comprehension passages. Starting with levels that are comprehensible and manageable, the difficulty level will increase for the ELLs as their knowledge and dexterity with words and reading expands.

d) Diagnose the problem that the student is having in not being able to graduate from the ESL program. Then continue to provide instruction using scaffolding, modeling and gently implementing new concepts and ideas. Also reaching out to having the child assessed for speech services or any others that he or she might need. Together with the other professionals involved I am convinced this plan will work in getting the student to pass the NYSESLAT and graduate from ESL.

6. For elementary ELL-SWDs the ESL teacher Ms. Sinclair has in place a system of learning that includes a lot of TPR activities (Total

A. Programming and Scheduling Information

Physical Response), differentiated instruction, scaffolding of materials, and carefully monitoring materials for grade level appropriateness. Realia is brought to the classroom when learning about leaves or worms, and the students are encouraged to feel, see, smell and observe in their own way that which we are studying. Activities for ELLs with special needs, include:

Inquiry and Elimination - choose the largest object from a line of objects of different sizes.

I'm Thinking Of...practice for describing things, a student describes an object the others have to guess what the object is

Describe and Draw - children work in pairs and they have to draw describe the butterfly they imagine and the partner has to draw it

Find my partner - practice of questioning and describing, there are pictures of objects that relate to the curriculum topic and they differ slightly or more pronounced. The ELLs are supposed to find the ones that are the same.

Other strategies are sequencing based on read alouds, instructional games, cds and computer programs that are accessible to the individual ELL.

In order to accelerate English language development, the teacher utilizes the following strategies for proficiency in reading:

-search for connections between what readers know and the new information they encounter in the text they read

-ask questions of themselves and the texts they read

-draw inferences during and after reading

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%	7. The school offers immersion classes, as well as free standing Special Education classes with ELLs in them. Instruction in each of the		
75%	classes is done in a manner in which the ELLs with special needs are given plenty of time and support to complete tasks. A team of		
50%	support staff is present in the classrooms at all times. Bilingual staff is part of the team in the stand alone Special Ed classes.		
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Intervention services are certainly provided for the ELLs in the school who have been identified as needing additional support for

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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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?

Paste response to questions 8-17 here

8. Intervention services are certainly provided for the ELLs in the school who have been identified as needing additional support, for example we offer: SETTS, WILSON, SPEECH, PT and OT. The intervention programs above are offered in English at our school.
9. The plan for continuing transitional support for the 2 years for ELLs to reach proficiency levels on the NYSESLAT, is an extensive support system for the students to benefit from at every step of their learning process. There are many leveled books in the ESL classroom library from which the students can learn and read. There are content specific books used in the classroom as well. There are graphic organizers that ELLs have learned to use in order to express their written responses. The idea of information input i+1 (a level above the students') is used in order to push the ELLs to acquire as much information as possible for the exam. Written passages are assigned that resemble the ones on the NYSESLAT. Speaking and listening happens in the classroom daily.
10. For the upcoming school year there will be preparation for the new ELLs by offering them an orientation of our school upon registration. After students will tour the school, they will be offered all of the regulation and rules that govern our school and they will be given packets that will explain what makes successful students. There will be orientation for the parents along with translators available to aid in the communication process. Meet and greet gatherings of ELLs and their families with ESL teacher, grade level teachers and administrative staff, over potluck dinner, to provide support to the community of ELLs within our school.
11. None of the existing programs at our school will be eliminated this year.
12. ELLs are included in all the activities that PS 199 students are involved in. Book fairs, school concerts, National Dance Institute, movement and dancing performances, Lincoln Center workshop, Saturday Explorations, Science Fares, technology projects and presentations. They take part in the after-school activities at our school and there are no omissions at all to this rule. Students participate in the Saturday Explorations program, in the Sports and Stuff Program, book club, chess, diversity group, potluck dinners, picnicks, field trips to Philadelphia and to neighboring institutions - American Museum of National History, Riverside Park, Central Park Zoo and Walman Rink.
13. Our school has the SmartBoard technology in each of its classrooms and teachers use them on a daily basis in many diverse ways. I also use Imagine Learning, a software made specifically for ELLs, that caters to their individual levels. It covers listening, speaking, reading and writing. We also use Tumble Books, online books that are being read by the ELLs in the classroom. Each ELL has access to a laptop and software programs that are suitable to their individual level that helps them advance in learning English. Students use the Public Library software Onlion for Kids and they read books that they choose at their reading levels and then complete all kinds of activities after the reading part is over. The software program such as Imagine Learning allows students to record their own responses to questions pertaining to the areas of study. The grammar programs are rigorous as well from the site There is an extensive library at our school with books in dozens of languages that the ELLs have access to. A new implementation of a software program is taking place this year and it is called Ticket to Read. Benefits of this program include: helping to motivate students to have fun while learning, increase practice time in fluency, vocabulary, and comprehension as well as individualize instruction based on student need.
14. There is a vast array of native language books in our school that the ELLs have constant access to. They are found in the ESL classroom as well as in the library. Support is offered by staff such as teachers, paraprofessionals, administrators and volunteers to all ELLs at any given moment. Native language support is prevalent in the classroom for academic support and in informal ways for social language.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

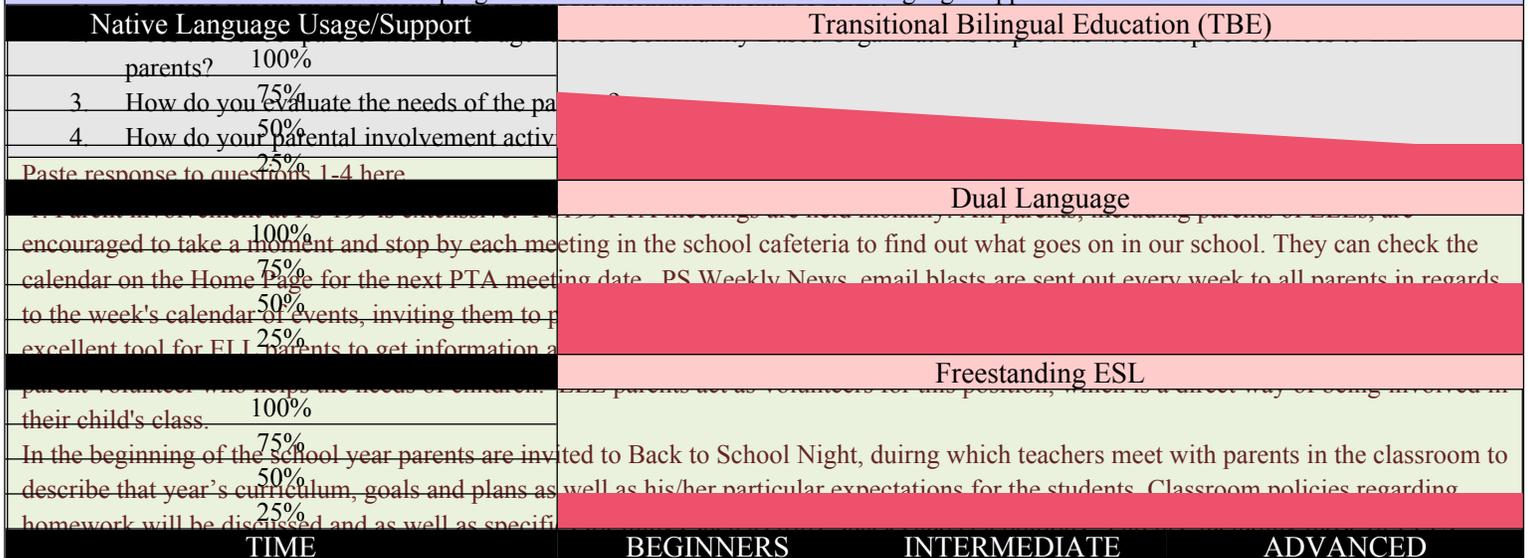
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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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1. There are plenty of opportunities for professional development for the ESL and classroom instructors. The SIOP model training for teachers, was offered in 8 separate sessions during the course of the school year. During the summer, the ESL and classroom teachers participated in a Bank Street College week-long workshop supporting emotional and social milestones in school (strategies for K-3 practice). In addition, the development plan consists of implementing the LAP, preparing for the NYSESLAT, addressing the needs of diverse learners, and using content standards in ESL instruction.
2. The guidance counselor is the liaison between teachers, students and transitioning to middle school. Lines of communication are always open.
3. Training will be provided to instructional staff (general and special classroom teachers, mandated service providers) in three 2.5 hour workshops, January 9, March 5 and May 7, 2012.

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.



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

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2. At this point we are looking to work with Community Based Organizations to provide services for ELL parents.
3. After the Parent Orientation that takes place in September, parents' needs are evaluated through meetings with parents of ELLs and school staff, phone conversation and emails. There are strong partnerships that form between the parents of ELLs and PS 199 school staff. All students of the ELL program are invited to participate in all school functions. In the beginning of the school year, the ESL teacher

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Recent Diversity Committee Projects have included: the International Food and Dance Festival for families; parent discussions about books, films, and diversity topics of relevance to our school community; the after-school Mentoring Project and Arts & Stuff, which bring together children from general education classes and the self-contained special ed classes every week for shared fun and learning.

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4. For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

Paste additional information here

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4		3	1										8
Intermediate(I)			1	1										2
Advanced (A)	2	2			4	3								11
Total	6	2	4	2	4	3	0	0	0	0	0	0	0	21

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

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

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

NYS Science

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Jessie Isador Straus</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katy Rosen	Principal		10/31/11
Louise Xerri	Assistant Principal		10/31/11
Allison Sansoucie	Parent Coordinator		10/31/11
Adela Sinclair	ESL Teacher		10/31/11
Tara Thorne	Parent		10/31/11
Ingrid Camillo	Teacher/Subject Area		10/31/11
Lisa Ellion	Teacher/Subject Area		10/31/11
	Coach		10/31/11
	Coach		10/31/11
Jeanine Judy	Guidance Counselor		10/31/11
Yuet Chu	Network Leader		10/31/11
	Other		10/31/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M199 School Name: JESSE ISIDOR STRAUS

Cluster: 1 Network: CFN 103

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

Part A: Needs Assessment Findings

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

At registration, parents complete the Home Language Survey which alerts us to the identity of families where other languages are spoken. The blue Emergency Contact Card asks specifically for the preferred language of communication. The Parent Coordinator keeps a list of families whose preferred language of communication is other than English. In the foyer of the school, the multilingual Welcome poster is prominently displayed offering assistance to speakers of other languages.

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.

Out of 790 students, 135 (17%) have other languages spoken at home; however only nine parents indicate a preference for their native languages. Teachers are given the names of parents whose preferred language of communication is other than English. The Translation and Interpretation Unit will be contacted by administration to arrange for over-the-phone interpretation services when needed. A list of bilingual staff members is maintained and distributed so that communication needs can be addressed immediately using our own resources.

Part B: Strategies and Activities

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

Translated versions of DOE publications are used when available. Other written communications are translated by school staff or parent volunteers.

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.

Oral interpretation services are provided by school staff who are proficient in the following languages: Spanish, French, Hebrew, Russian, Portugese, Maltese, Korean, and Japanese. Student teachers and parent volunteers interpret in Chinese, Arabic and German.

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 posts near the main entrance multilingual signs indicating availability of language services. Important notices are accompanied by a multilingual notice that explains how to contact the school for translation of documents.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Jesse Isidor Straus	DBN: 03M199
Cluster Leader: Rello-Anselmi	Network Leader: Yuet Chu
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Small group, differentiated instruction: Supplementary instruction will be delivered to approximately 10 LEP students in a Saturday program. Students will be selected on the basis of Lab-R results, NYSESLAT scores and teacher input. We will include students from grades three to five. The program will begin in November 2011 and continue throughout the year until the first week of June 2012. The certified ESL teacher will be responsible for planning and implementing the curriculum. Student gains will be measured using the NYSESLAT. The purpose of the program is to provide intensive, additional support in developing speaking, listening, reading and writing skills in English and to provide the target population with experiences that scaffold content area standards.

Individualized computer-assisted practice: LEP students will be provided with an individualized login to utilize a computer program, Imagine Learning, which customizes lessons to each student's achievement level.

Content area support: An additional, part-time, certified ESL teacher will be scheduled to provide third, fourth and fifth grade LEP students with supplemental academic support in math. 64 DAYS X 1.5 HOURS. Students will be identified using the end of unit assessments administered during the year. The teacher will work with students during math class in their rooms. This will be in addition to the mandated minutes provided by the full-time ESL teacher. See the attached schedule. The fulltime certified ESL teacher after school on Monday each week from January 2012 to the beginning of April 2012 (10 sessions, 2:50-4:50 PM) to help prepare for the NYS Math exam. The supplemental program will use grade level practice tests (Ladders to Success Level C-D-E) to teach students math vocabulary and improve comprehension of test questions. Native language support is provided by peers who have achieved English language proficiency or by staff members with knowledge of students' languages. The focus of instruction is on academic language development, specifically using mathematical terms for fractions, geometry, graphs, probability, and mathematical operations.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: The ESL teacher attends professional development offered by the DOE, specifically four full-day workshops offered by the Office of English Language Learners on implementing the LAP, preparing for the NYSESLAT, addressing the needs of diverse learners, and using content standards in ESL instruction. The information from these workshops is turn-keyed to classroom teachers in three 2.5 hour workshops, January 9, March 5 and May 7, 2012, during scheduled Professional Development blocks. Given the small number of ELLs in the school, the ESL teacher is able to spend planning periods with individual teachers during the week to collaborate on effective strategies for students in their classes.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELLs participate in the Saturday Academy ("Explorations") program on three occasions: The kick-off event, scrapbooking in the middle of the year, and the final picnic which is a culminating celebration. In 2011-12, the parent days will be on November 19, 2011, March 3, 2012 and May 19, 2012, from 9:30 to 12:30. The purposes of these parent days are to (1) involve parents in the school community and build relationships with teachers; (2) show parents how reading and writing are connected to real world experiences; (3) communicate with parents about students' academic progress. On regular Saturday Explorations, the parents come to the classroom for the first half-hour to learn what activities and field trips the students will be engaged in, allowing them to participate in discussions that use new vocabulary. They come back at the end of the session and hear the students talk about their experiences from the day. The parents get immediate feedback on the students' participation in the Saturday Exploration from the ESL teacher, Adela Sinclair, working with the students. Parents receive blue slips on Monday before Saturday events, with information about the Saturday activity. The school has a Diversity Committee comprised of parents from different backgrounds who are dedicated to bringing educational, cultural experiences to the entire school community. The parents organize events, displays and lectures to celebrate the contributions of diverse cultures to the fabric of the city and country. Parents share their knowledge with students during Lunar New Year, Cinco de Mayo, Diwali, and other special dates over the course of the school year. Parents are invited to Family Reading on Friday mornings. This regular activity in lower grade classes fosters positive relationships between the school and parents. Parents are encouraged to read in both their native languages and in English with their own children and classmates.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8009.60	44 per session hours @\$50.06 per hour for Saturday classes (4 hours x 11 weeks) 20 per session hours @\$50.06 per hours for Math support afterschool. 96 per session hours @\$50.06 per hours for supplemental instruction (push-in).
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1890.40	Ladders to Success Workbooks, Leveled Library trade books, One More Story audio books to reinforce language development.
Educational Software (Object Code 199)	\$300	\$150 x 2 = \$300 for student licenses for one year.
Travel		
Other	\$1000	Admissions to cultural events and venues: Transit Museum (13 admissions = \$71.00); Ice Skating (14 admissions = \$196); Lunar New Year (refreshments: 14 x \$15 = \$210); Stage Door Tour (16 admissions @ \$12 = \$192; Botanical Gardens Earth Day (15 admissions x \$10= \$150); Symphony Space (15 tickets x \$10=\$150).
TOTAL	\$11,200	