



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** ALAIN L. LOCKE MAGNET SCHOOL FOR ENVIRONMENTAL STEWARDSHIP

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 03M208

**PRINCIPAL:** SUSAN M. GREEN      **EMAIL:** SGREEN8@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **Esther Freidman**

**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
Ms. Susan M. Green	*Principal or Designee	
Ms. Tamera Musiowsky	*UFT Chapter Leader or Designee	
Ms. Symone Manning	*PA/PTA President or Designated Co-President	
Ms. Millie Figueroa	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Mr. Kip Brown	CBO Representative, if applicable	
Ms. Christina Adebisi	Member/Teacher	
Ms. Claudette Abney	Member/Parent	
Ms. Cassandra Colbert	Member/Parent	
Ms. Karen Shields	Member/Parent	
	Member/	
	Member/	
	Member/	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

*By June 2012, 3-5 % of students in grades 3-5 will a) effectively display their understanding of grade appropriate mathematical concepts and skills through the successful completion of tasks that are designed to measure their problem-solving abilities; and b) show improvement in their reading comprehension levels as measured by end of year reading benchmarks (Fountas and Pinnell reading levels); and an increase in the number of students in Grades 3 -5 who perform at Levels 3 as measured by the NYS ELA exam.*

### **Comprehensive needs assessment**

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

*Across all grades and subgroups most students performed at level two in ELA and Math. Eighty four percent at level two in ELA and Eighty three percent at level two in Math. In addition, our school based data analysis has revealed that students struggle in articulating their understanding in the form of oral expression and writing and in articulating and executing a solution pathway in Mathematics.*

### **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
    - *Guided reading and math groups will be developed to group students according to their abilities and needs these groups will be flexible and their composition and intervention strategies will change in response to ongoing data collection*
    - *Grade specific Math action plan that focus on the quality and appropriateness of the tasks*
    - *When and where available, push-in support by teachers will take place, allowing for small group instruction.*
    - *Students identified by teachers as at risk, will receive need -specific AIS.*
    - *Creation of collaborative Inquiry teams to focus on target students*
    - *All units of study in ELA and Math will feature scaffolding and differentiation to address the needs of students with IEP*
    - *Subject teachers and the AIS providers will jointly create goals and learning plans for each student.*
    - *AIS providers will provide Tier 2 and tier 3 model intervention for students with special needs in keeping with their IEP.*
    - *Students will engage in academically challenging tasks in ELA and mathematics, projects, and assignments as planned by teachers using the Common Core Learning Standards in all both ELA and mathematics. Tasks reflecting the Chancellor's initiatives for academic rigor, writing persuasive pieces to influence readers, as well as developing deep discussions around content will be designed to support students learning.*
    - *Greater attention will be placed on professional development in an effort to support teachers in designing lessons and tasks that will support this effort, using environmental stewardship as the catalyst and common thread across grade and across curricular.*
    - *Implement school-wide structures that will allow for both teacher and peer review of students' work, and self-reflection.*

b) staff and other resources used to implement these strategies/activities:

- *Project-Based Learning workshops provided in house.*
- *Literacy consultant from Accelerated Literacy Learning using the Common Core State Standards with a focus in Writing, particularly in Informative Writing.*
- *Instructional bundles in the common core library to be studied and used as guides to create differentiated tasks.*
- *Learning Walks with staff and the Network Instructional team with a focus on Writing in the subject areas of Math, Social Studies and Science.*
- *Network staff and other consultants to supplement in-house professional development*
- *PRUSA has created the Sports Leadership Academy (SLA)*

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- *Math action plans will be created by teachers on grade teams*
- *Teacher generated assignments/projects in SS and Science that allow for creative expression, including the use of art and technology.*
- *Autonomous collaborative inquiry teams*
- *Teachers input is used to inform professional development*

d) time line for implementation.

*Implementation will take place throughout the school year.*

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

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

- *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*
- *A variety of parent workshops, "Coffee with the Principal", Curriculum Night, First Fridays, etc.*

### **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.

- *Mentor and support new and struggling teachers*
- *Analyzed data to provide teacher and grade specific professional development*
- *Conduct frequent and routine informal observations sessions accompanied by feedback sessions.*
- *Conduct formal observations accompanied by feedback sessions.*
- *Training for teacher in Project-Based Learning*
- *Training for teachers on the use of the Common Core State Standards, with a focus in Writing, particularly in Informative Writing and math differentiated tasks as per the Chancellor's initiative.*

### **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.
  - *PRUSA has created the Sports Leadership Academy (SLA) with a unique culture created by students and trained Youth Development Mentors (YDM) to create a safe, structured, predictable, and nurturing environment around non-traditional sports. Creating this safe, structured and predictable environment is conducive to fostering increased self-regulation, which improves student achievement in many areas.*
  - *In the SLA program the students participate in three 30-minute activities each day and twelve 30-minute activities per week. The program is comprised of core and elective activities, which both serve to develop skill mastery. The core activities of rugby, fitness & nutrition, and academics evolve and progress over the entire 34-week program. The elective activities are chosen by the students and last for an approximate 5-week period. All activity areas promote skill mastery with measurable personal and group goals, which culminate in events where students exhibit the learned skills*

### **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.
  - *Afterschool teacher per session would be supplemented by FSF*
  - *Federal Magnet Grant funding used to hire Magnet liaison to arrange for parent and teacher workshops around school's environmental theme; identifying partnerships and assisting with project-based curriculum development*
  - *Tax Levy Funding for our Children's First Network*
  - *Data Specialist and Data Inquiry Team members will receive per session compensation through Tax Levy Data Special and Tax Levy Children First Inquiry Teams*
  - *Materials for instruction will be purchased through Tax Levy NYSTL Textbook Funding*

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2 Parent Involvement**

*By June 2012, the parent involvement and engagement at PS208 will increase by 3-5% based on attendance at parent workshops, PTA meetings, and community services hours/support during the 2011-12 school year.*

### **Comprehensive needs assessment**

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

*A review of the percentage of parents responding to the learning environment survey revealed that we are below the 90% mark with a decline of four percentage points over the last two years. There is also a need to increase the number of parents attending workshops and PTA meetings. This was identified by all stakeholder as an area in need of improvement*

### **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:
    - *Notification will be sent home for students who are in a target group or receiving any intervention.*
    - *Parents will receive information on the expectations for student performance and ideas and resources for supporting their child in meeting their goals*
    - Use of the CBO, PRUSA to provide opportunities for healthy parent-child relationship and involvement with the school
  - b) staff and other resources used to implement these strategies/activities, :
    - *Parent workshops will be hosted by EPIC (Every Parent Influences Children), Learning Leaders and by teachers on best practices in supporting their children at home*
    - *Encouraging parents to communicate children's progress with teachers through progress reports and communication notebooks, etc.*
    - *Staff Development on building relationships with parents and being sensitive to cultural and social/emotional make-up of families*
    - *Calling parents with compliments about their child's positive behavior in school*
    - *Monthly meetings with PA Executive Board to devise ways to get parents to be involved.*
    - *Provide parents with a menu of ways in which they can be involved, i.e., donation of dishes for events, volunteering their time to serve during recess and assist on trips and in classrooms, Open House Fridays once a month, Parent Movie Night, etc.*
    - *We will keep a tracking sheet on a monthly basis where parents sign in to volunteer and a log to track donations.*
    - *Maintain a Parent of the Month board to highlight parents*

- *Giving incentives to students who are successful at getting their parents to attend meetings*
- *Encouraging parents to send a representative in their place if they are unable to attend meetings.*
- *Using our voice messaging system and backpack notices to parents to encourage attendance in translated versions.*
- *Solicit vendors to donate items or services to be raffled off at meetings to promote turnout*
- *Parents will be offered a menu of community service items at the beginning of the year. This will allow the PTA and*
- *Parent Coordinator to know who their resources are and call on them accordingly throughout the year.*
- *Parents will also have a voice in the sorts of workshops they would like to see offered at the school as a means to improve the home-school relationship for parents*
- *The integration of the PRUSA CBO is a strategic partnership, which will increase the opportunities for students and parents to address the needs of the whole child.*

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- *Teacher teams will be involved in identifying the students for interventions and in providing timely information to the parents*
- *Teachers will be involved in the workshops offered to parents*

d) timeline for implementation. **Ongoing**

#### **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.
- *Monthly Coffee with the Principal*
- *Monthly Parent News Letter,*
- *Parent workshops for homework help,*
- *Curriculum Night, Books, Blankets and Slippers,*
- *Global donations and other environmental Initiatives ,*
- *Volunteer Opportunities, i.e., parties, book fairs, assemblies, etc*
- *See b above*

#### **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. **NA**

#### **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.

- *The integration of the PRUSA CBO is a strategic partnership, which will increase the opportunities for students and parents to address the needs of the whole child.*
- *EPIC (Every Parent Influences Children), and Learning Leaders provide informational workshops for parents*

**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.
- *Title 1 School-wide Programs/1% Set Aside for PTA to cover Synervoice Messaging System*
- *Title 1 for parent workshops*
- *Translation Funding for oral and written translations*

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

*By September 2012, the school's new Magnet Theme will be fully implemented in accordance with federal guidelines. As per federal guidelines there will an increase in student diversity by 1% in the first full year of the grant.*

#### **Comprehensive needs assessment**

- *The Alain L. Locke Magnet School for Environmental Stewardship/PS 208 was chosen as one of eight schools in District 3 to receive federal funding to adopt a magnet theme in accordance with the Federal guidelines.. We selected the theme of Environmental Stewardship to build on the work started in previous years, where students were learning the basic fundamentals of being green. Our goals are to teach students of the importance of taking care of their local and global community, and to understand that their actions-negative or positive-impact the world around them. Finally, we want the students to understand that their voices have power and they are capable of influencing other members of them immediate and extended communities. The government had identified specific guidelines as it pertains to the implementation, one which involves partnerships with organizations that specialize in the theme.*
- *Student enrollment has been on the decline with the lowest being this current school year, currently at just about 200 students. Significant contributing factors include the influx of charter schools in the immediate community, including within our school building, and students moving out of state believed to be due to the economy. A requirement for all magnet schools receiving federal funding is to increase student diversity by 1% in the first full year of the grant.*

#### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal.

- a) strategies/activities that encompass the needs of identified student subgroups
  - *We will target all neighborhoods in the southern section of our district, in an effort to attract students/families of non-Black and Latino descent.*
  - *We will host school tours, participate in school fairs, and advertise in all communities within District 3, our catchment area.*
- b) staff and other resources used to implement these strategies/activities,
  - *All classroom teachers, Environmental Stewardship teacher, Magnet Coordinator and administration will be instrumental in the implementation of the new school theme. Support will come from the District 3 Magnet Director, and partnership organizations that will include Cloud Institute, Children of the Earth Foundation and the NYC Ecology Center.*
  - *Our magnet specialist, parent coordinator, PTA president and Dist. 3 Magnet Director will be instrumental in recruitment efforts.*
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - *The implementation of this theme will be infused within the Social Studies and Science units of study as outlined by the DOE Scope and Sequence. Through the support of professional organizations, teachers will develop curriculum, activities, assessments and culminating projects that lend themselves to promoting critical thinking amongst the students. One of the cluster classes will*

*center exclusively on environmental stewardship, which will scaffold students' understanding around the term "steward" that involves them being stewards of themselves, and ultimately their world globally. This curriculum will be developed in conjunction with the cluster teacher, The Cloud Institute and our Magnet Coordinator. All staff members will look at student work throughout various point within the unit and modify accordingly based on student performance.*

- *Members of the Magnet Team, comprised of teachers, administration and Magnet Coordinator, as well as our PTA and Parent Coordinator will be instrumental in planning and coordination recruitment efforts.*  
timeline for implementation.
- d) *The federal timeline for implementation runs from October 1, 2011 through September 30<sup>th</sup>, 2012, with the understanding that the summer months are used for professional development and curriculum planning, resulting in a pacing calendar that needed to be completed by Summer 2011.*

#### **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.  
*Administration, Magnet Team and PTA will work collaboratively in hosting workshops, Open Houses, School Tours, etc. to keep parents abreast about the school theme, while encouraging them to take active roles in supporting the school and students whenever and wherever possible.*  
*See Goal #2-Parent Involvement*

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.  
  
*The Magnet Coordinator is the sole new position created as a result of the new theme implementation. Background in project development/organization qualifies her for the position.*

#### **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.  
*Student will work with local CBO (GROW NYC, Office of School Food and Nutrition, Sunworks) to teach our students about healthy eating and exercise, important components of being stewards of themselves. They will demonstrate an understanding about the interrelationship between the health of the biosphere and the health of the ethno sphere, and how losses and gains to both influence one another over time. They will form opinions about the requirements of responsible local, national, and global citizenship by synthesizing diverse perspectives on participation and governance. Finally, the students will discover the process of articulating the rights and responsibilities of democratic participation and leadership in both local and global contexts.*

#### **Budget and resources alignment**

*Federal Magnet Grant Funding will be used to meet this goal.*

## 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.**

*By end of June 2012, 85% of teachers will show improvement in lesson planning, use of questioning and discussion techniques, and in overall professional practice as a result of studying researched-based literature and engaging in common planning resulting in the implementation of effective lessons as measured by students' performance on common grade assessments and other summative assessments.*

### **Comprehensive needs assessment**

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

*A review of the observation reports for the last year identified planning, student engagement and questioning as the areas most in need of improvement. This conclusion was further corroborated by teacher self-assessment.*

### **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,**
- *A calendar of classroom visits (formal and informal observation) will be developed and consulted frequently to ensure that each teacher is visited with a focus on the selected competencies.*
  - *Frequent, short cycle teacher observations followed by a feedback session*
  - *Lunch and Learns to address issues of concern*
  - *Mentoring Program*
  - *Demonstration lessons and inter-visitation.*
  - *Use of specific protocols and tools turn keyed from the Network professional development sessions to enhance teacher effectiveness, the fostering of collaboration among staff members is crucial*

### **Staff and other resources**

- *Copies of research-based literature and articles for continuous study and reference.*
- *Staff development on the use of specific rubrics to assess teacher's performance*
- *Teacher mentors support new teachers in developing their craft*
- *Professional book study by grade-team*
- *Network instructional personnel support teachers at the school level and offsite.*

**Steps taken to include teachers**

*Our grade and content conferences are devoted to open dialogue as to what strategies would most benefit our students through strengthening our teacher effectiveness. The time is devoted to a sharing of what works and what can be improved. The team has been discussing specific strategies that are necessary to improve questioning and student engagement. We are always monitoring the results.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *provide 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;)*
- *In an attempt to be proactive, we will soon be discussing the new mandates as it relates to the Citywide Instructional expectations*

**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.

- *We make use of collaborative discussions geared to better teaching results. We are becoming proficient with the depth of knowledge, and realigning our questions with patterned ways of reading, writing, and talking.*
- *There are weekly grade meetings to focus on a variety of concerns and goals.*
- *Teachers are involved in informal study groups, which allows for open forum and problem solving.*
- *Teachers review student work on teacher teams and peer provide feedback*
- *Lead teachers provide demo lessons*

**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.

Title I money funds staff development and reading teachers.

**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.

*We are committed to allocating resources, which will maximize student learning.*

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

*By June 2012, student attendance will increase to ninety-three percent.*

### **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.

*All available data show that our attendance rate dropped to 91.2%, a 2% decrease from the 2009-10 school year. An analysis of the data shows that asthmatics or students who have other seasonal and/or chronic illness are a significant factor in this decline.*

### **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:

- *analyze the attendance data for patterns and trends and target specific students and families accordingly*
- *Provide ATS training for appropriate staff members in tracking attendance of target students and in recognizing patterns and trends in order to be proactive.*
- *Daily calls to families of students who are tardy or absent*
- *Reach out to the department of health to provide support information for families as it pertains to managing asthma and other illnesses*
- *meet with parents of student who have five or more absences by the end of the first marking period.*
- *Focus on students whose parents take them out of the country for extended periods of time.*
- *Pay special attention to students living in temporary housing that may require travel and other support. When necessary, the Administration for Children's Services will be contacted for students with egregious attendance.*
- *Secure the support of the DOE Family workers at the shelters*
- *Celebrating students with at least 94% attendance each month, with special recognition given to those students who have 100% attendance at the end of each month. Incentives will be provided.*

b) staff and other resources used to implement these strategies/activities:

- *The Family Worker, Attendance Teacher and Parent Coordinator will work collaboratively with both teachers and principal to track data and provide incentives. Incentives for acceptable attendance will include No Uniform Coupons from the principal, certificates of recognition for both students and parents and lunchtime celebrations*
- *Department of Health*
- *DOE Family workers at shelter*

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- *Family worker, teachers, students, Parent Coordinator and administration will meet as a team weekly to assess the effectiveness of the structures in place to improve attendance, while sharing methods for improvement.*
  - *Training for attendance team on use of ATS to track attendance trends and patterns to be proactive*
- a) timeline for implementation: *Implementation for this system will begin the end of September, with monthly monitoring.*

#### **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.

*All measures that increase parent involvement indirectly increase student attendance. Some examples are:*

- *Parent workshops will be hosted by EPIC (Every Parent Influences Children), Learning Leaders and by teachers on best practices in supporting their children at home*
- *Encouraging parents to communicate children's progress with teachers through progress reports and communication notebooks, etc.*
- *Staff Development on building relationships with parents and being sensitive to cultural and social/emotional make-up of families*
- *Calling parents with compliments about their child's positive behavior in school*
- *Monthly meetings with PA Executive Board to devise ways to get parents to be involved.*

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

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

*NA*

#### **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.

*PRUSA partnership will be an incentive for students to attend school*

*EPIC and Learning Leaders will increase the parental involvement and consequently increase student attendance.*

#### **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.

*Tax Levy Funding*

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school. Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

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

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

**\*These numbers are not inclusive of students who participate in guided reading groups based on reading level, which addresses at-risk students based on ability. Service provider schedules do not allow for additional services as they have mandated students with IEPs which they see. School psychologist and social worker are split between three schools and guidance counselor between two schools, thus making it impossible for them to see additional students.**

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	<p>Type of program: <b>Wilson, Passport Voyager</b>            Method of delivery: <b>Small Group, One-to-One</b>            When: <b>During school day, Extended day</b></p>
Mathematics	<p>Type of program: <b>Intervention section of Investigation Math Program; data from interim assessments i.e., Performance Series</b>            Method of delivery: <b>Small Group, One-to-One</b>            When: <b>During School day, Extended day</b></p>
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<p><b>One students seen at risk one-to-one, once a week, on site, during school day.</b></p>
At-risk Services provided by the School Psychologist	<p><b>At risk with Arianna Klass on helping with organization and focus. Services provided one day a week on site during school day.</b></p>
At-risk Services provided by the Social Worker	<p><b>NA</b></p>

**At-risk Health-related Services**

*NA*

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Marlene Wilkes</b>	District <b>3</b>	Borough <b>Manhattan</b>	School Number <b>208</b>
School Name <b>Alain L. Locke MSES</b>			

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

Principal <b>Susan Green</b>	Assistant Principal <b>Jacquelin Colon</b>
Coach	Coach
ESL Teacher <b>James Mort</b>	Guidance Counselor <b>Michelle Guerin</b>
Teacher/Subject Area <b>Monica Niemes/CTT Special Ed</b>	Parent <b>Symonne Manning</b>
Teacher/Subject Area <b>William Rund/CTT Teacher</b>	Parent Coordinator <b>Yiselle Alcantara</b>
Related Service Provider <b>Michelle Joiner/Speech Teacher</b>	Other <b>type here</b>
Network Leader <b>Marlene Wilkes</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>196</b>	Total Number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>13.27%</b>
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## Part II: ELL Identification Process

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

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

When new students come to our school the school secretary and ESL teacher welcome their families. During the enrollment process parents fill out the HLIS form. If that document shows that the family speaks a language other than English then Mr. Mort, the ESL teacher will conduct an informal interview with the student and family. This interview is done in English and in the family's home language. Mr. Mort speaks fluent Spanish and other languages are either assisted by a Haitian Creole and French speaking paraprofessional, or through the DOE's interpreter service. If this interview determines that the student will most likely need ESL services Mr. Mort then explains the ELL identification and placement process to the parents. If time allows then we will show ELL Parent Orientation Video on that day. If the video cannot be viewed that day we reschedule for a time that will be convenient for the parents. Since our school is small, these Parent Orientation sessions are almost always done with just one family at a time, as needed.

Within the next ten days, but usually within two or three days, the new student is administered the LAB-R to determine if they are indeed an ELL. The ESL teacher uses the scoring mask in-house to see if the student scored above or below the cutoff. Students who score above the cutoff are not ELLs and their parents receive a Non-Entitlement Letter (Appendix E). The parents of those students that scored below the cutoff then receive the Entitlement Letter (Appendix C), along with the Parent Survey and Program Selection forms. The ESL teacher, or another bilingual staff member, is available to assist them fill out these forms should they need it. The student will be placed in a group based on their level, whether Beginner/Intermediate or Advanced.

Parents have a choice between three ELL programs that are explained in detail through the ELL Parent's Orientation Video. They are encouraged to ask our friendly staff and parent coordinator for more clarification. Since our school offers only the ESL Push-in/Pull-out program we make it clear to the parents that we will help them find another school if they would like. However, in the past 4 years this option has never been exercised. We enroll an average of 3-4 new ELLs each year and each family over the past four years has chosen our ESL Push-in/Pull-out program.

Based on the information gathered from the Parent Survey and Program Selection forms, the students are placed in a program. Again, because of the small size of our school, and the individual attention afforded to parents, these letters are always returned in a timely manner, usually on the day of the orientation. If the letters do not get returned our parent coordinator will reach out to the parents. If they are still not returned we will notify the parent that this means their child will be enrolled in a bilingual program, which will be at a different school. The Placement Letter (Appendix F) is then mailed home or given directly to parents to inform them of the program their child will be attending. This letter and all other communications from our school are available in all of the most common foreign languages in NYC (Spanish, Bengali, Arabic, Haitian Creole, Urdu, Russian, Korean, Chinese, etc.). Parents needing further translation services have it provided by DOE contractors.

ELL Students are then administered the NYSESLAT on a yearly basis each Spring. Based on their scores on this test their parents then receive Continued Entitlement Letters (Appendix G) or Non-entitlement/Transition Letters (Appendix H) to inform them of their child's placement for the coming school year. These letters go home within the first week or two of the school year.

Mr. Mort has been the ESL teacher at our school for more than 4 years. In that time, not one parent has chosen to move to a different school for ELL placement reasons. We believe this to be because of our small, tight-knit community and the success of our ESL program in teaching ELLs to listen, speak, read and write in English. Parents are also informed of the possibility of opening a Bilingual Program in our school if 15 parents of students in contiguous grades want to open the program. This option has never been

exercised. However, we do have a teacher with bilingual certification in the building. If we were to receive requests from any of our parents requesting a bilingual program we would open a dialogue with the rest of the parents who speak the same foreign language. In our case it would most likely be Spanish. If enough parents of students in contiguous grades requested a bilingual program we would open up the program.

## 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 type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>				3	3	2								8
<b>Push-In</b>				1	1	1								3
<b>Total</b>	0	0	0	4	4	3	0	0	0	0	0	0	0	11

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	12
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	4

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	6	16	0	4	4	0	1	26
Total	6	0	6	16	0	4	4	0	1	26

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				4	8	10								22
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian					1									1
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>11</b>	<b>10</b>	<b>0</b>	<b>26</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

At PS 208 all of our English Language Learners (ELLs) are served in a push-in/pull-out program. We do not have a Transitional Bilingual Education (TBE) or Dual Language (DL) program due to a relatively small ELL population. Parents are informed of this and we explain their options during parent orientations. Once enrolled in our school students are placed in an appropriate classroom. They will enter a Special Education classroom if their IEP requires them to be in a Self-Contained or Collaborative Team Teaching classroom. Otherwise they will be in a General Education classroom except when pulled-out for ESL services.

We group the beginner/newcomer students in a class, and intermediate students are grouped in a separate class. They learn language based on their current need. Beginners and newcomers are in a special small group that focuses on quickly building vocabulary, oral English skills, and English phonetic awareness. As these students progress the class becomes more focused on the reading and writing skills that will be required on the ELA exam. The intermediate group is also a small group that focuses primarily on reading and writing skills and vocabulary building, coupled with the Environmental Stewardship focus of our Magnet School. We examine language structures as well, (figurative language, subordinate clauses, etc.) which helps our students be successful in their lives, future careers, and on required state exams. Additionally, groups of students from the same grade level travel to the ESL room together where they learn content area curriculum that parallels what their classroom teachers are teaching. These lessons are taught with an emphasis on language goals and tier 2 vocabulary, content related tier 3 vocabulary, and reading, writing, speaking and listening tasks. Interpreters are made available for non-English speaking parents. Additionally, parents are invited to a school-wide open house on the last Friday of each month.

Scheduling for ESL is a process that requires the cooperation of most of the teachers in the school (classroom teachers and service providers). We coordinate with each other to ensure our students receive their mandated ESL minutes as well as any additional services as per the BESIS extension, IEPs or “at-risk” needs. Our staff works hard to accommodate the mandated minutes of instruction required by our ELL population. ESL mandated minutes are delivered by the ESL teacher during the pull-out groups and in push-in sessions.

Our ESL program provides ESL through content area lessons. While aligning the ESL curriculum to the grade-level curricula we highlight and break down complicated, content-related sentence structures. We unpack the information in juicy sentences and practice making our own similar sentences. Beginner level ELLs see many visuals to activate prior knowledge and to link words with images and realia. We also use methods such as TPR and repetition to ensure that our ELLs are learning and using tier two and tier three words. Additionally, we employ Time for Kids “Nonfiction Readers,” and Rosen “Journeys” in science lessons. The visuals and vocabulary supports in those series are beneficial to ELL students. All of this instruction is delivered in English with the ESL Push-In/Pull-Out model. Native language support is provided through visual bilingual dictionaries and re-enforced by families at home.

Since our only ESL program is the Freestanding ESL push-in/pull-out model, the only students who are evaluated in their native languages are new Spanish-speaking admits, through the Spanish LAB.

## A. Programming and Scheduling Information

PS 208, Alain L. Locke Elementary School has a licensed ESL teacher who services 26 students in grades 3-5 in a push-in/pull-out program. Push-in services are provided during various content area periods (Social Studies, Science and Math) and grade level pull-out services also cover the content areas of Science, Social Studies and Math with a focus on language use and ESL methodologies. The ESL teacher works with the teachers of each grade level to create a curriculum aligned with the Core Standards and the instruction that is taking place in the individual classrooms.

Scheduling for the ESL program requires that the beginner and intermediate students are seen for 8 45-minute lessons a week and the advanced students are serviced for 4 45-minute periods (totalling 360 and 180 minutes a week, respectively). The beginner/newcomer group meets at 9:30 each day to learn basic vocabulary and language tasks. The intermediate group meets at 8:45 every morning and the work in that class focuses on tier 2 words, more complex language structures, and on furthering students understanding of the ways that English grammar can affect the meaning of text. Then in the afternoon the ESL teacher meets with grade-level groups. All of the advanced, intermediate and beginner level students from each grade have a class together that focuses on Science or Social Studies curriculum. These lessons are aligned with the grade level curricula to enhance understanding and ensure students' success in those content areas. The combination of a focused ESL class for beginner and intermediate ELLs in the morning with the grade-level specific, content-area related, ESL class in the afternoon affords all ELLs their required amount of ESL time as per the CR part 154.

Students often use “Rosen Classroom Materials” during Science instruction, which is specifically designed for ELLs. “Rigby’s On Our Way to Learning” is often used for Social Studies lessons. There is also a SmartBoard in the ESL classroom which is employed frequently as it helps keep ELL students engaged and involved. The ESL teacher uses the Notebook software program to design interactive and stimulating lessons. The class also uses LeapPad devices and TAG readers scaffolded with TPR, related songs, repetition, imagery, story maps and various graphic organizers. Many ELLs are involved in the school’s afterschool newspaper club, "Alain L. Locke Moments," where they practice their writing and critical thinking skills and receive recognition and praise for their hard work. Other instructional techniques are learned and refined in workshops with our network ESL supervisor, Pierre Galvez, based on research by Second Language Acquisition experts such as Dr. Lily Wong Fillmore and Dr. Margarita Calderón.

ELL subgroups have various additional needs on top of learning English. We differentiate instruction for different ELL subgroups within the model of focused ELL pull-out instruction. Our school has some SIFE students who lack a lot of the foundation in education we often take for granted. These students need additional supports and scaffolds to quickly boost them up to grade level. We determine how best to serve these students through regular student-teacher conferences, teacher-support staff meetings, and couple them with ESL instructional strategies. SIFE students receive individualized support from the ESL teacher whenever possible to pull them up to class-level expectations. Sometimes this requires one to one coaching by the ESL teacher. SIFE students also use LeapPad devices, which incorporate audio and visual elements into vocabulary development and language use. These devices, along with focused individualized instruction are also especially useful for our students with less than a year in the country. Using these methods helps to build a strong vocabulary base for our students to ensure that after their first year of school in the US they will be able to understand concepts necessary for success on the New York State ELA exam.

ELL students who have received ESL for less than three years are monitored for progress using periodic assessments such as Acuity and the NYC ELL Periodic Assessment online reports as well as teacher created formal and informal assessments. It is important to us that these students progress steadily toward becoming fluent speakers of English. Class is centered on attentive discussions, vocabulary building, and the use of academic language.

ELL students who have received service for 4-6 years are generally approaching English proficiency. They focus on the fine points of academic English grammar, Tier 2 and 3 vocabulary, and complicated listening, reading, writing and speaking tasks. This year we have two subgroups of students who need an Extension of Services. These ELLs, with 4-6 years of ESL, get an extra period of ESL class each week in order to focus on either their reading or writing. This is a period during the school day that concentrates mostly on that one content area.

Long-Term ELLs who have completed 6 years of service but still have not tested proficient on the NYSESLAT are closely assessed to see which modalities or language objectives are most difficult. Often the biggest issue is writing, followed by reading. Instruction for these students focuses on pushing literacy in order to accomplish the most challenging academic tasks. There is a strong focus on higher level vocabulary and language structures. These students need focused attention based on their specific needs. Oftentimes these students have learning disabilities which prevent them from performing well on tests. Instruction for them addresses their specific needs as per their NYSESLAT, Reading Level, Teacher Observations and, when applicable, IEPs.

### Native Language Usage and Supports

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

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

## A. Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

The strategies and methodologies that we use are designed to ensure that all of our ELL students meet their grade level standards and pass the NYS ELA and Math exams for 3rd, 4th, and 5th grade as well as the 4th grade Science exam. Some ELL students require additional support beyond the typical classroom and ESL pull-out instruction in the content areas when this need is identified by their test scores or by their teachers and school support staff. This means that some ELLs additionally receive AIS from qualified teachers in Math and/or ELA. These students are serviced because our staff has determined them to be either "at-risk" or SIFE. The other content areas are the main focus of the ESL pull-out program and they are differentiated based on our students' needs as determined by test scores, student work and teacher observations.

Students who have reached proficiency on the NYSESLAT still receive support as needed when the ESL teacher pushes in to their classrooms. Former ELLs are also invited to remain in the afterschool homework help/journalism club which is run by our ESL teacher. He also keeps an open door policy during his prep periods where former and current ELLs can request help. Former ELLs also continue to receive the ELL test modifications (extra time, separate location, additional reading of listening passage on the ELA, etc.) for two years after testing proficient on the NYSESLAT.

All students in our school, regardless of ELL status, have equal access to all programs such as afterschool and supplemental services. Our school has several afterschool programs, all of which are open to all students, including ELLs. We have an afterschool homework assistance program in which the ESL teacher works with a group of ELLs and former ELLs. We also had a technology afterschool program for fifth graders. Many 5th grade ELLs participated in that program. Another program that we have is called Play Rugby. That program is open to all students and several ELLs are excited to be a part of that great program. In this program the students receive structured homework assistance before engaging in an active and exciting physical sport. Through this program our students have been able to travel to cities such as Philadelphia for a Rugby Tournament. Any time there is a new opportunity for ESL students we make sure to communicate with parents in a language that they can understand.

We are considering expanding our afterschool ELL program to include more instructors and students. We would also like to add more occasions for our students to travel to various cultural and educational events within New York City and beyond. Also, we would like to have iPads available to all ESL students as there are various educational apps that support language acquisition and allow for "hands-on" and interactive learning opportunities. Unfortunately, these additions depend on a shrinking budget. We do not plan on discontinuing any of the programs that we currently operate.

Our different ELL subgroups have technological supports to help them based on their specific needs. SIFE students, lacking parts of the foundation of a great education, often use additional technology in the classroom. This includes, but is not limited to, the LeapPad devices and Tag Readers. These tools give these students extra assistance during independent reading times since they may lack the foundational skills to be successful independently. ELLs with IEPs also benefit from these technological devices and use them at their teachers' discretion. Several different apps on the iPad, such as EF High Flyers, MeeGenius and Booksy are also utilized to assist SIFE, newcomer, and ELL students with IEPs. Teachers also employ non-technological techniques to assist these students such as a variety of graphic organizers and paper-based educational aids.

Native language support comes in the form of bilingual dictionaries and books available in classrooms throughout the school. The ESL teacher has a relatively large bilingual library that ELL students can borrow to read at home or during independent reading time. Even though, in our small elementary school we do not have native language or foreign language classes, students have an opportunity to be exposed to and investigate their native language and also languages that may be foreign to them.

## B. Programming and Scheduling Information--Continued

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## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Science:

### D. Professional Development and Support for School Staff

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

The ESL teacher at our school attends various PDs as they are offered by the DOE Office of ELLs (OELL) and from our Network, CFN 209. These workshops provide strategies for effective ELL teaching. He then turnkeys these techniques and strategies to the assistant principal, classroom teachers and other teaching staff in our school so that they can apply them in their classrooms and in administrative duties. This turnkeying usually takes place during our regularly scheduled grade-level meetings or during monthly staff conferences. Also, since our ESL teacher pushes-in to many classrooms in the building, he demonstrates with full classes how to employ these strategies. By the end of the year these PDs and demonstrations amount to significantly more than 7.5 hours of ESL PD for all teachers who work with ELLs.

All administrators, teachers and other school staff participate in various different PD opportunities covering a range of topics. One very interesting PD we have been participating in is called Educating for Sustainability (EfS). This is an ongoing program developed by the Cloud Institute and it is helping our Magnet School for Environmental Stewardship teach sustainable practices to our students. The ESL teacher, along with about ten other staff members, participated in a week-long institute held by Cloud over the summer. The curriculum of EfS is interwoven with the Common Core Learning Standards to provide a rich and forward-thinking curriculum to our students. Not only does it offer a curriculum aligned with our school's magnet focus, but it offers various rich educational opportunities that offer access to the material in through various entry points. This gives our ELLs an opportunity to participate at a high level and to be exposed to complex thinking tasks.

In October, our PD team planned time for the ESL teacher to meet with teachers from each grade level in order to communicate goals of the various classrooms and to share techniques, strategies and student work that has been produced in the homeroom classrooms and the ESL classroom. These meetings take place regularly throughout the school year. The AP, cluster teachers and out-of classroom staff also participate in several PDs and meetings throughout the year to share and learn ESL strategies. Many sessions include specific training for applying these skills to English Language Learners. On November 18th and December 13th our ESL teacher participated in a Persuasive Writing PD hosted by Karen Caine and our network leaders. Our Literacy Consultant accompanied him and together with the classroom teachers they will be developing units that will teach these complex writing techniques to ELLs. The next planned meeting on this topic will be in the first or second week in January

Teachers in our school have a policy of collaboration and communication. The ESL teacher routinely checks with the classroom teachers, and vice-versa, especially when students have special needs. In the classrooms, teachers use additional visual resources for ELL students and make time for additional practice and use of new vocabulary and language structures. Appropriate pictures, drawings and graphics accompany word walls and bulletin boards in classrooms with ELLs.

When it comes time for our students to transition to middle school our ESL teacher is one of the best resources for our ESL students. He makes himself available to parents during this time for any questions or advice. Since he is the only ESL teacher in the school, he has worked with the ELL students for their entire time at PS 208. By knowing the students well, and being keenly aware of their strengths, needs and the extra-curricular activities they enjoy, he is well suited to provide insight to parents as to the best choices for middle school. He sits with the parent coordinator during meetings so that, as a team, they can help parents make the best choices for their children. In order to further support the teachers and parent coordinator in this work, our guidance counselor attends meetings hosted by many different middle schools that our children may attend. At these meetings she learns what requirements or programs these schools have for ELLs. With that information she helps inform all concerned parties about their best placement choices for their children/students.

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## E. Parental Involvement

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

Parental involvement at our school is growing at a steady pace. We fully understand the importance of strong community ties and family involvement. Our school opens its hallways up to our families on the last Friday of each month in order for parents to see first hand what their children are learning and producing. Many parents take advantage of this opportunity, including parents of ELLs. Additionally, we have various events which reward families that are involved with their children's education. We have held Parent Curriculum Nights, a Reading/Pajamas Party and parents who have children in our afterschool program are asked to participate in a minimum of 3 separate events throughout the school year. These events include educational sessions for homework assistance strategies, participating in and traveling to events with our rugby program, and many other opportunities for families to support their children and our entire school.

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

## B. Programming and Scheduling Information--Continued

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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?

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Students who have reached proficiency on the NYSESLAT still receive support as needed when the ESL teacher pushes in to their classrooms. Former ELLs are also invited to remain in the afterschool homework help/journalism club which is run by our ESL teacher. He also keeps an open door policy during his prep periods where former and current ELLs can request help. Former ELLs also continue to receive the ELL test modifications (extra time, separate location, additional reading of listening passage on the ELA, etc.) for two years after testing proficient on the NYSESLAT.

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## C. How are ELLs performing on State and City Assessments:

6. Describe how you evaluate the success of your programs for ELLs.

At our school we use the Fountas and Pinnell system for assessing our students' reading levels. We do this several times throughout the

## B. Programming and Scheduling Information--Continued

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### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

The ESL teacher at our school attends various PDs as they are offered by the DOE Office of ELLs (OELL) and from our Network, CFN 209. These workshops provide strategies for effective ELL teaching. He then turnkeys these techniques and strategies to the assistant principal, classroom teachers and other teaching staff in our school so that they can apply them in their classrooms and in administrative duties. This turnkeying usually takes place during our regularly scheduled grade-level meetings or during monthly staff conferences. Also, since our ESL teacher pushes-in to many classrooms in the building, he demonstrates with full classes how to employ these strategies. By the end of the year these PDs and demonstrations amount to significantly more than 7.5 hours of ESL PD for all teachers who work with ELLs.

All administrators, teachers and other school staff participate in various different PD opportunities covering a range of topics. One very interesting PD we have been participating in is called Educating for Sustainability (EfS). This is an ongoing program developed by the Cloud Institute and it is helping our Magnet School for Environmental Stewardship teach sustainable practices to our students. The ESL teacher, along with about ten other staff members, participated in a week-long institute held by Cloud over the summer. The curriculum of EfS is interwoven with the Common Core Learning Standards to provide a rich and forward-thinking curriculum to our students. Not only does it offer a curriculum aligned with our school's magnet focus, but it offers various rich educational opportunities that offer access to the material in through various entry points. This gives our ELLs an opportunity to participate at a high level and to be exposed to complex thinking tasks.

In October, our PD team planned time for the ESL teacher to meet with teachers from each grade level in order to communicate goals of the various classrooms and to share techniques, strategies and student work that has been produced in the homeroom classrooms and the ESL classroom. These meetings take place regularly throughout the school year. The AP, cluster teachers and out-of classroom staff also participate in several PDs and meetings throughout the year to share and learn ESL strategies. Many sessions include specific training for applying these skills to English Language Learners. On November 18th and December 13th our ESL teacher participated in a Persuasive Writing PD hosted by Karen Caine and our network leaders. Our Literacy Consultant accompanied him and together with the classroom teachers they will be developing units that will teach these complex writing techniques to ELLs. The next planned meeting on this topic will be in the first or second week in January

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## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				2	2	0								4
Intermediate(I)				2	2	4								8
Advanced (A)				1	7	6								14
Total	0	0	0	5	11	10	0	0	0	0	0	0	0	26

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	8	2	0	12
4	4	6	1	0	11
5	1	5	0	0	6
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	4	2	8						14
4	4		6				1		11
5	2	1	3	4					10
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		5		1		10
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

At our school we use the Fountas and Pinnell system for assessing our students' reading levels. We do this several times throughout the

## 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: <b>Alain L. Locke MSES</b>		School DBN: <b>03M208</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan M. Green	Principal		12/15/11
Jacqueline Colon	Assistant Principal		12/15/11
Yiselle Alcantara	Parent Coordinator		12/15/11
James Mort	ESL Teacher		12/15/11
Symonne Manning	Parent		12/15/11
William Rund/CTT 4 <sup>th</sup>	Teacher/Subject Area		12/15/11
Monica Niemes/CTT Sp. Ed. 3 <sup>rd</sup>	Teacher/Subject Area		12/15/11
	Coach		
	Coach		
Michelle Guerin	Guidance Counselor		12/15/11
Marlene Wilkes	Network Leader		12/15/11
Michelle Joiner	Other <u>Speech Teacher</u>		12/15/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 03M208**      **School Name: Alain L. Locke Magnet School**

**Cluster: 2**      **Network: CFN 209**

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

**Part A: Needs Assessment Findings**

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

Our school collects data on ATS to determine the languages that are spoken at home by our families. This data usually originates from the HLIS form. By using that data we can be sure that all necessary communication is translated into languages that our families can understand. We have various in-house staff members who can translate into Spanish, we use the DOE's translation service for translating into Haitian Creole, French, Bengali and Urdu.

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.

A large percentage of our school community speaks Spanish as a first language. We also have a significant West African population and a small number of Haitian, Bengali and Pakistani students. The West African families (from Mali, Senegal, Guinea and Burkina Faso) speak a variety of languages but French is a common language for written communication with all of them. The families from Haiti speak Haitian Creole, the Bengladeshi families speak Bengali and our Pakistani families speak Urdu. The parent coordinator and classroom teachers have this information available on class rosters and other related print-outs.

## Part B: Strategies and Activities

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

Any necessary communication with parents (e.g. Report Cards, Consent Letters, etc.) are available in a language that each family speaks. Most DOE documents are available in Spanish, French, Haitian Creole, Urdu and Bengali as they are the "covered languages." If we need to send home an original document we use the DOE Translation and Interpretation Unit.

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.

When oral interpretation is needed, as identified by our licensed ESL teacher, we use one of several resources. For Spanish, Haitian Creole, and French we have in-house personnel who can interpret (Teachers, Paras, Bilingual Psychologist, etc.). When speakers of Urdu, Bengali or other languages need an interpreter we will contract the DOE Translation and Interpretation Unit.

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>.

Parents are notified of their right to translation at the Parent Orientation meetings with the ESL teacher. They are also informed by the Parent Coordinator of this right. We have a school website that provides information to our parents and we will be adding a function for them to have all necessary information translated at a touch of a button.

## 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: <a href="#">Alain L. Locke Magnet School</a>	DBN: <a href="#">03208M</a>
Cluster Leader: <a href="#">Charles A. Amundsen</a>	Network Leader: <a href="#">Marlene Wilkes</a>
This school is (check one):	
<input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served:
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 checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" 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: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</u>

## 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: There will be an afterschool program for ELLs which is a composite homework assistance program and school newspaper. It is designed to give ELLs the support they need to successfully complete their homework as well as expose them to current events in the local and global community. Students from all three grades in our school, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>, are invited to participate in the program. They are beginners, intermediate and advanced level ELLs. The program is held after school, from 3-5PM on Tuesday, Wednesday and Thursday. There is only 1 ESL teacher in our small school so he is the certified teacher for the program. Students who are involved in the program spend about an hour doing homework. During this time the teacher will spend about 10-15 minutes with children who have the same homework (from the same class or grade). He teaches strategy lessons which help the students successfully complete their homework. The ESL teacher is also available for clarifying questions and vocabulary/language use assistance. The instruction is delivered in English using ESL methodology. Additionally, the classroom has bilingual dictionaries available for all students. The ESL teacher keeps track of which students he assists each day, and how. This helps him ensure that every student has equal access to his help.

The second component of the afterschool program, the school newspaper, is a program that the ESL teacher has been running for the past three years. In this program students read and discuss current events stories in local newspapers, student newspapers from other schools and national publications like Scholastic News and Weekly Reader, to which we have a subscription. Then they write their own stories on topics that interest them and our school community. We will be purchasing several iPads to be used in this program for researching and typing. When the newspapers are published the students involved receive praise and recognition from parents, teachers and students throughout the school. This boosts their confidence in reading and writing and confirms their progress toward reaching achievement goals.

This afterschool program is also linked with Part D below, as parent involvement is a key factor in a highly successful afterschool program.

## Part C: Professional Development

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

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

Begin description here: PD will be acquired through in-house professional develop on topics that relate both directly and indirectly to ESL instruction. The ESL teacher regularly receives ELL PD which he then turnkeys to the reast of the school's teaching staff during grade-level meetings and school-level PDs. This enables the ESL teacher, Mr. Mort, to disseminate valuable information and teaching strategies to all teachers who have ELLs and former ELLs in their classrooms. Professional development will also be

**Part C: Professional Development**

provided by a literacy consultant from Accelerated Literacy Learning, where all staff members that work with an ELL population will learn strategies to support student writing. Ongoing teacher training uses the newest version of the Fountas & Pinnell Running Record System. The Reading Continuum will be provided to assist teachers in identifying the best reading strategies to use during guided reading. PD will be conducted by school administration, our network Literacy Specialist Renee Marin and Accelerated Literacy Learning paid consultant, Bebe Morrissey. ELL Instructor Mr. Mort will work with ICI Network support Pierre Galvez in formulating lessons for students in all modalities at all levels. PD in Writing for the various units of study will be provided by Bebe Morrissey with Accelerated Literacy Learning to assist teachers in understanding the Common Core State Standard and how they apply to the various forms of writing. Additionally, students will see exemplar pieces of writing for each unit, and create class pieces to aid them in understanding the writing process for their own creations. Planning periods will be used to analyze data/student work and collaboratively develop activities for students who fall below, meet and exceed standards.

**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: The parents of ELLs at our school are involved in many events that are designed to inform them about instruction in our school and ways they can help their children learn. We have various events throughout the year such as the Books, Pajamas and Slippers reading "slumber" party (to encourage reading at home and with family members), Parent Curriculum Night (where the parents of ELLs received 2 lessons from our ESL teacher, Mr. Mort in order to understand how he instructs their children), and a regular Open School Day (so parents can walk around the school and see what their children are working on presently), just to name a few. Parents are notified of these activities, in their home language, through letters that are mailed home by our Parent Coordinator, Ms. Yiselle Alcantara. Additionally, parents will be highly involved in the supplemental afterschool program. They are expected to be involved in a minimum of three events during the course of the afterschool program. This will include events such as an informational orientation at the onset of the program which is designed to give families strategies and techniques to further assist their children with homework and a Family Cultural Evening for families to come together to celebrate and share their heritage, traditions, food, etc.

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	<u>\$7,000</u>	<u>Supervisor</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		<u>Teacher</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$1,000</u>	<u>Professional Development</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>\$2,700</u>	<u>Weekly Reader subscription</u> <u>Scholastic News subscription</u> <u>BrainPop ESL</u> <u>Additional LeapPad books for</u> <u>LeapPad devices already in school</u> <u>iPads</u>
Educational Software (Object Code 199)	<u>\$500</u>	<u>Miscellaneous apps for iPads</u>
Travel		
Other		
<b>TOTAL</b>	<b><u>\$11,200</u></b>	